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ABSTRACT

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating art (drawing, painting, graphics, photography, and commercial art) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079150

Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art

GRADE 10-12

1. Drawing
2. Painting
3. Graphics
4. Photography
5. Commercial Art

Produced under Title III E.S.E.A.  
PROJECT I-C-E

Serving Schools in CESA's 3-8-9  
1927 Main Street  
Green Bay, Wisconsin 54301  
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(after Dec. 1, 1972 - 468-7464)

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## INSTRUCTION - CURRICULUM - ENVIRONMENT

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### PROGRAM FOR ENVIRONMENTAL EDUCATION

Art GRADE 10-12

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in CESA's 3-8-9

Wisconsin 54301

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Robert Warpinski, Director  
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## PREFACE

"Oikus" for house is the Greek origin of the term "ecology". We studies our house--whatever or wherever it may be. Like an umbrella expand or contract to fit many ranges--natural and man-made. We environments, our many "houses" if we omit rancor and cite long complexities. Our "oikus" uses the insights of all subjects. In a multidisciplinary program like ours necessarily results. Also, a long time, our program ranges K thru 12. The environment mirrors values. These values have their origin in the "oikus" of our common minds. Let us become masters of our house by replacing the Greek with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is designed to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students, you can adapt or adopt. Limitless chances are here for your experiments. Many episodes are self contained, some open-minded, still others developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide and no curriculum will work unless viewed in the context of your students.
4. React to this guide with scratch ideas and notes on the episodes.
5. After using an episode, fill out the attached evaluation form. If you need more forms, send us a duplicate, or request more of these forms. Send them singly or in groups. We sincerely want your reactions or suggestions--negative and positive. Evaluations are the key in telling us "what works" and in aiding the guides.

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## TERMS AND ABBREVIATIONS

ICE-RMC is Project ICE Resource Materials Center serving all school districts in CESA 3, 8, and 9. Check the Project ICE Bibliography for more information. Our address and phone number is on this guide's cover or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process. Affective refers to student attitudes, values, and feelings.

## PREFACE

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## ABBREVIATIONS

1 Project ICE Resource Materials Center serving all public and non-public  
Bibli Projects in CESA 3, 8, and 9. Check the Project ICE Bibliography of available  
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At Bureau of Audio Visual Instruction, 1327 University Avenue, P. O. Box 2093,  
Wisconsin 53701 (Phone: 608-262-1644).

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refers to student attitudes, values, and feelings.

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William Harper, Lena  
Sister Claudette, St. Charles  
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Geeding, Menasha  
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Carol Trimberger, Kewaunee  
Mary Wadzinski, How.-Suam.

### SUGGESTED ART ACTIVITIES FOR C

1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements--shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camoflauge building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics

17. Design a

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## SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

- 1. Dimensions of noises with eyes
- 2. - drawing
- 3. Light and shadow
- 4. Movement--shapes, line textures
- 5. Lines
- 6. Art patterns (studies)
- 7. Site & building studies (bridge)
- 8. Site problems
- 9. Building - design piece of furniture  
    around stump
- 10. Weather studies
- 11. Building (out of available  
    elements)
- 12. Color studies (swings, playground  
    equipment, etc.)
- 13. Texture - variations of color
- 14. Other object
- 15. View from a different point of
- 16. Man studies
- 17. Leaves turning & dramatics
- 18. Detailed biological drawings
- 19. Microscopic drawings
- 20. Mathematics - architecture
- 21. Music & visual expressions - slide,  
    music show
- 22. Mobiles - using ound objects.

WINTER - SEASONAL IDEAS

- 1. Snow sculptures
- 2. Snowflake patterns
- 3. Black & white (high contrast)  
    photography
- 4. What's Happening Under The Snow  
    (winter tree shapes)
- 5. Study ice formations
- 6. Contrast of winter colors
- 7. Tree sculptures (personifying)
- 8. Collage without harming  
    environment
- 9. Angels in the snow or other  
    man-made snow patterns
- 10. Leaves turning color in fall -  
    unnatural colors for trees  
    (could be used with a painting or  
    color lesson)

REF  
Films - General

Art and Perception: Learning to See, 16 3/4 min.

Art in Our World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primary

Changing Art In a Changing World, 21 min., color,

Ideas for Art, 10 min., color, elementary

Look At That!, 10½ min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr.-Sr.

B. F. A. Educational Media, 2211 Michigan Ave

May be available for rental from:

University of Wisconsin

Bureau of Audio-Visual Instruction

1327 University Avenue

Madison, Wisconsin 53701

Books - General (to be used in conjunction with ep  
A Dictionary of Art Terms and Techniques, Mayer Ra  
York, 1969.

The Art of Color and Design, Graves Maitland E., M

Mayer, Ralph, The Artist's Handbook of Materials a

Maurello S. Ralph, Commercial Art Techniques, Tudo

Menesini, Mario M., The Environmental School, Educ

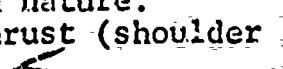
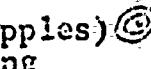
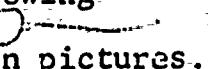
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REFERENCES

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11 min., color, primary/elementary  
World, 21 min., color, elementary/Jr.-Sr. high  
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color, primary/elementary  
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Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.  
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and Techniques, Mayer Ralph, Thomas Y. Crowell Co., New  
Graves Maitland E., McGraw-Hill Book Co., New York.  
Handbook of Materials and Techniques, 3rd ed., Viking Press,  
ial Art Techniques, Tudor Pub. Co., New York, 1952.  
Environmental School, Educational Consulting Service,

C	<u>2. All living organisms interact</u>	Discipline Area	A
O	<u>among themselves and their</u>	Subject	D
N	<u>environment, forming an intricate</u>	Problem Orientation	
C	<u>unit called an ecosystem.</u>		

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING
<u>Cognitive:</u> Each student should be able to draw an action sketch illustrating a pressure force or thrust and to complete its background with lines emphasizing the action.		I. Student-Centered in class activity A. Discuss & illustrate on blackboard "thrust" or pressure in nature. 1. Paint thrust (shoulder punch)  2. Centripetal (ripples)  3. Swelling (blowing balloons)  B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.
<u>Affective:</u> Students will show an awareness of the changes which pressure makes in the environment.		
<u>Skills to be Learned</u> Pencil & Pen Sketching		

g organisms interact Discipline Area Art  
lives and their Subject Drawing  
forming an intricate Problem Orientation Awareness of Environmental Thrust Grade 9-12  
an ecosystem.

OBJECTIVES		SUGGESTED LEARNING EXPERIENCES
student o draw ressure and to kground sizing	<p>I. Student-Centered in class activity</p> <p>A. Discuss &amp; illustrate on blackboard "thrust" or pressure in nature.</p> <p>1. Paint thrust (shoulder punch) </p> <p>2. Centripetal (ripples) </p> <p>3. Swelling (blowing balloons) </p> <p>B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Using magazines, students will research action pictures illustrating thrust.</p>

Resource and Reference Materials

Continued and Additional Su

Publications:

Space, Form & Vision,  
Graham Collier, Prentice Hall  
Arts & Activities, April '72

Audic-Visual:

"Rhythm & Movement in Art"  
B.F.A. Educational Media  
2211 Michigan Ave.  
Santa Monica, Calif. 90404

Community:

Continued and Additional Suggested Learning Experiences

<p>C O N C E P T</p> <p>2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.</p>	Discipl
	Subject
	Problem
	SUG
BEHAVIORAL OBJECTIVES	O
<p><u>Cognitive:</u> Each student should know the technique of texture rubbing and be able to simulate various textures themselves.</p> <p><u>Affective:</u> The student should acquaint himself with tactile perceptions and respond to the importance of surface textures.</p>	<p>I. Student-Centered activity</p> <ol style="list-style-type: none"> <li>Show filmstrip on back of sheet of paper.</li> <li>Have students make rubbings of them together on a sheet of paper.</li> <li>Select three of them in order of visual intensity and simulate the most intense texture.</li> <li>Using a rectangular sheet of paper, divide into three equal parts and in the division simulate the three textures using ink and paper, sponge, dry brush, etc.</li> </ol>
<p><u>Skills to be Learned</u></p> <p>Technique of making rubbings with black crayons</p> <p>Texture simulation with ink and assorted tools</p>	

ESEA Title III - 59-70-0135-2 Project I-C-E

living organisms interact  
 with themselves and their  
 environment, forming an intricate  
 ecosystem.

	Discipline Area	Art
	Subject	Drawing
	Problem Orientation	Tactile
	Perception	Grade 9-12

SUGGESTED LEARNING EXPERIENCES  
 for the student  
 to learn the technique  
 of rubbing and be  
 able to identify various  
 textures in the environment.  
 The student  
 can then relate himself  
 to his environment.  
 He can perceive  
 the textures of  
 the surface

Learned  
 by making  
 rubbings  
 in black  
 ink  
 with  
 various  
 textured tools

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	<p>I. Student-Centered in class activity</p> <p>A. Show filmstrip suggested on back of sheet.</p> <p>B. Have students make a number of rubbings and mount all of them together on a large sheet of paper.</p> <p>C. Select three of the rubbings in order of visual dominance - most intense texture, middle value and unobtrusive texture.</p> <p>D. Using a rectangular paper, divide into three spaces, and in the divisions simulate the three textures using ink and pen, wood, sponge, dry brush, etc.</p> <p>II. Outside Resource and Community Activities</p> <p>A. Suggest the following as possible sources for rubbings: Wood, metal, rocks, plastic, concrete, textiles, bricks, leaves, skin, or any surface which excites the eye and imaginatively activates the touch sense.</p> <p>B. Have them make as many rubbings as possible, both indoors and out.</p>

Resource and Reference Materials  
Publications:

Form, Space & Vision, Graham  
Collier, Prentice Hall  
Rubbings of Mars Sculpture,  
Arts 42:53 Nov. '67

Continued and

Audio-Visual:

Series on Environmental Awareness,  
Kt 16, I-C-E RMC  
Tactile & Visual Texture,  
B.F.A. Educational Media  
2211 Michigan Ave.  
Santa Monica, Calif. 90404

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aterials      Continued and Additional Suggested Learning Experiences

C 2. All living organisms interact  
 O among themselves and their  
 N environment, forming an intricate  
 C unit called an ecosystem.

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 Problem Orientation Eng  
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<u>Cognitive</u> : Each student must recognize characteristics of texture and make a composition of textured areas using magnified skin as a preliminary sketch.  <u>Affective</u> : Students will be alert to the interactions in all things.	I. Student-Centered in class activity A. Students use a magnifying glass to examine the backs of their hands and fingers, and make several enlarged sketches. B. Using the resource sketch the students shall make texture drawings of the enlarged areas of skin. They will texture them to form a composition which will balance in line, color and weight.
<u>Skills to be Learned</u> Sketching Composing a textured composition	

Ar organisms interact Discipline Area Art  
Dr and their Subject Drawing  
n ng an intricate Problem Orientation Observation Grade 9-12  
system.

CHARACTERISTICS	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Students use a magnifying glass to examine the backs of their hands and fingers, and make several enlarged sketches. B. Using the resource sketches the students shall make texture drawings of the enlarged areas of skin. They will texture them and form a composition which will balance in line, color and weight.	II. Outside Resource and Community Activities

Resource and Reference Materials

Publications:

"Design of Images", Architectural Design, 39:179 April '69  
"Design for Eye & Mind", Industrial Design, 16:68-9, Sept. '69

Continued and Addit

Audio-Visual:

"Discovering Texture"  
"What is Texture"  
"Texture Techniques"  
B.F.A. Educational Media  
2211 Michigan Avenue  
Santa Monica, Calif. 90404

Community:

Materials	<u>Continued and Additional Suggested Learning Experiences</u>
Architectural 69	
68-9,	
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<b>C O N C E P T</b>	<p><b>2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.</b></p>	<b>Discipline</b> <b>Subject</b> <b>Problem</b>
	<p><b>BEHAVIORAL OBJECTIVES</b></p> <p><u>Cognitive:</u> The student should know the techniques of drawing and shading and be able to draw a wood form, shading the depressed areas and continuing the contour line to a finished drawing.</p> <p><u>Affective:</u> Students will become more conscious of line contour as an artistic element.</p>	<b>SUGGESTIONS</b> <p>I. Student-Centered activity</p> <p>A. Make large charcoal drawings of wood forms using contour line sweeping rhythmic movement.</p>
<b>ESEA Title III - 59-70-0135-2 Project I-C-E</b>	<p><b>Skills to be Learned</b></p> <p>Observation Awareness Control and ability to train the hand and eye to work together</p>	

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ct d their Subject Drawing  
em g an intricate Awareness  
y system. Problem Orientation of Line Grade 9-12

<u>SUGGESTED LEARNING EXPERIENCES</u>	
<p>ereed should</p> <p>ch be</p> <p>rms m,</p> <p>ne areas</p> <p>nyt our</p> <p>ing.</p> <p>l</p> <p>f</p> <p>stic</p>	<p>I. Student-Centered in class activity</p> <p>A. Make large charcoal drawings of wood forms, using the contour line to produce a sweeping rhythm of arm movement.</p> <p>II. Outside Resource and Community Activities</p> <p>A. Pieces of driftwood (If not available, use tree branches or pictures of wood forms).</p>

<u>Resource and Reference Materials</u>	<u>Continued and Add'l</u>
<u>Publications:</u> <u>Space, Form &amp; Vision,</u> Graham Collier, Prentice Hall <u>Drawing, A Search for Form,</u> Mugnaini, Joseph & Lovcoos, Janis	

Audio-Visual:  
Introduction to Contour Drawing,  
B.F.A. Educational Media  
2211 Michigan Avenue  
Santa Monica, Calif. 90404

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 N environment, forming an intricate  
 C unit called an ecosystem.  
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Discipline Area Art

Subject Draw

Problem Orientation n

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING
<u>Cognitive</u> : Each student will translate the structure of the natural object he has chosen and make a design based on an analysis of that structure	<u>Affective</u> : Students will show an awareness of form which is entirely dependent on structure.	<p>I. Student-Centered in class activity</p> <p>A. Show filmstrips to class.</p> <p>B. Discuss looking carefully and deciding what makes a particular object interesting to look at.</p> <p>C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.</p>
<u>Skills to be Learned</u> Organization of a surface design Development of ability to make a drawing on the basis of observation and analysis		

ESEA Title III - 59-70-0135-3 Project I-C-

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raw heir Subject Drawing  
n intricate Problem Orientation Awareness Grade 9-12  
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NG I SUGGESTED LEARNING EXPERIENCES

<p>I. Student-Centered in class activity</p> <ul style="list-style-type: none"><li>A. Show filmstrips to class.</li><li>B. Discuss looking carefully and deciding what makes a particular object interesting to look at.</li><li>C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.</li></ul>	<p>II. Outside Resource and Community Activities</p> <ul style="list-style-type: none"><li>A. Collect natural objects brought in by class. Suggest: fruit, weed pods, sea shells and vegetables.</li></ul>
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Resource and Reference Materials  
Publications:

Art: of Wonder & a World, Jean  
Mary Morman  
What is a Designer: Education  
& Practice, Design, 253:117  
Jan. '70  
Pattern Language,  
Architectural Forum 132:52-9  
Jan. '70

Continued and Additional Su  
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Audio-Visual:

"Line as Structure, Texture,  
and Pattern", B.F.A  
2211 Michigan Ave.  
Santa Monica, Calif. 90404  
"Discovering Creative Pattern",  
B.F.A.  
"Pattern" FA 106  
I-C-E RMC

Community:

Materials	<u>Continued and Additional Suggested Learning Experiences</u>
Jean	
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2. All living organisms interact  
among themselves and their  
environment, forming an intricate  
unit called an ecosystem.

Discipline Area Art

Subject Drawing  
Problem Orientation Space

Problem Orientation Depth

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES
<u>Cognitive</u> : Student should know the techniques involved in producing depth in a line drawing. i.e. Make some lines thick, make some lines short and vary the lines - thickness and height.
<u>Affective</u> : Students should become more conscious of the vast range of things within the universe.
<u>Skills to be Learned</u> Rapid sketching techniques Line drawing in 2 dimensional space in vertical & lateral directions

SUGGESTED LEARNING EXPERIENCES

1. Student-Centered in class activity
  - A. Make a series of rapid twig notes of expressive line quality.
  - B. Make 20 notes (out-of-doors) and indicate the wide range of vertical-line space divisions that can be extracted from tree groupings.
  - C. Discussion in class as to the significant conclusions that are to be drawn from the notations of tree groupings.

organisms interact

Discipline Area Art

and their

Subject Drawing

forming an intricate

Space Sensitivity &

ecosystem.

Problem Orientation Depth Perception Grade 9-12

EXPERIENCES  
I. Students should be involved in a line exercise. Some lines are vertical, some lines are horizontal.  
Students should be aware of the relationships within the lines.  
Techniques include dimensional, vertical, horizontal, lateral.

SUGGESTED LEARNING EXPERIENCES

	<p>I. Student-Centered in class activity</p> <ul style="list-style-type: none"><li>A. Make a series of rapid twig notes of expressive line quality.</li><li>B. Make 20 notes (out-of-doors) and indicate the wide range of vertical-line space divisions that can be extracted from tree groupings.</li><li>C. Discussion in class as to the significant conclusions that are to be drawn from the notations of tree groupings.</li></ul>	<p>II. Outside Resource and Community Activities</p> <ul style="list-style-type: none"><li>A. A field trip taking pencils-ball point pens and sketch books, for swift statements of appearances and remembered statement of facts. Keep drawings for reference.</li></ul>
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Resource and Reference Materials	Continued and Additional Suggested
<u>Publications:</u>	
<u>Form, Space &amp; Space</u> , Graham Collier, Prentice Hall <u>Design in Nature</u> , Vivian Guyler, Davis Publications, Worcester, Mass.	
<u>Audio-Visual:</u>	
<u>Line &amp; Space</u> <u>Introduction to Drawing Materials</u>	
Both available from: B.F.A. Educational Media 2211 Michigan Ave. Santa Monica Calif. 90404	
<u>Community:</u>	

Continued and Additional Suggested Learning Experiences

C 5. An adequate supply of clean air is Discipline  
 O essential because most organisms depend Subject  
 N on oxygen, through respiration, to Problem Or  
 C P T release the energy in their food.

BEHAVIORAL OBJECTIVES		SUGGESTIONS
<u>Cognitive</u> : Each student should be able to recognize three types of air masses and to draw one kind in a pastel composition.	<u>Affective</u> : Students will show an awareness of the need for clear air.	<p>I. Student-Centered in class activity</p> <p>A. See movie; "Air Pollution: Take a Deep &amp; Deadly Breath".</p> <p>B. Using pastel, make landscapes using a smog formation as the key to composition.</p> <p>C. Class to make freehand negative drawings of smog air formations; smoke, vapor, steam, smog. Form is moving and constantly changing.</p>
<u>Skills to be Learned</u> Research skills Drawing & painting skills		

ate supply of clean air is  
 cause most organisms depend  
 through respiration, to  
 energy in their food.

Discipline Area Art  
 Subject Drawing & Painting  
 Problem Orientation Awareness of Air Masses Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>ach student    to recognize    air masses    e kind in a    tion.</p> <p>Students will show    f the need for</p> <p>ee    of    smog    og-    and</p> <p>arned    writing skills</p>	<p>I. Student-Centered in class    activity</p> <p>A. See movie; "Air Pollution:    Take a Deep &amp; Deadly Breath."    B. Using pastel, make imaginative    landscapes using a cloud for-    mation as the key to the    composition.</p> <p>C. Class to make free imagi-    native drawings of space,    air formations, smoke,    vapor, steam, smog--where    form is moving and con-    stantly changing.</p>	<p>II. Outside Resource and    Community Activities</p> <p>A. Sketches made by    students of clouds.</p>

<u>Resource and Reference Materials</u>	<u>Continued and Additional S</u> <u>u</u>
<u>Publications:</u> <u>Landscape Painting</u> , J. Hayes, <u>Connoisseur</u> , 173:17-24, January, <u>1970</u> <u>Possibilities of Drawing</u> , Art <u>Forum</u> , 8:50-5, October, 1969	
<u>Audio-Visual:</u> <u>Seeing Trees &amp; Clouds</u> , series of 4 films, B. F. A. Educational Media 2211 Michigan Avenue Santa Monica, Calif.	
<u>Community:</u>	

Sug. Materials	<u>Continued and Additional Suggested Learning Experiences</u>
<p>yes, January,  Art 69</p> <p>ries of nal Media hue if.</p>	

C 5. An adequate supply of clean air is Disciplin  
 O essential because most organisms depend Subject  
 C on oxygen, through respiration, to Problem 0  
 P T release the energy in their food.

BEHAVIORAL OBJECTIVES		SUGGES
<u>Cognitive</u> : Students will be able to recognize cloud masses and to sketch three types of formations; ie. cirrus, cumulus, strato, numbus.		I. Student-Centered in activity
<u>Affective</u> : Each student will be sensitive to and appreciate the need for clean air.		A. Drawings of the sky made by the students in the outdoor sketching in various media. 1. Charcoal 2. Ink wash 3. Water color 4. Pastel
<u>Skills to be Learned</u> Recognition of atmospheric conditions, types of clouds, pollutants, and to learn how to draw accurately and to reproduce imaginatively atmospheric conditions on paper.		B. Students will discuss atmospheric conditions to an adequate supply of air and the importance it has in everyone's

Project I-C-2  
ESFA Title III - 59-70-0135-2

supply of clean air is Discipline Area Art  
se most organisms depend Subject Drawing  
ugh respiration, to Problem Orientation Clean Air Grade 9-12  
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JECTIVES	SUGGESTED LEARNING EXPERIENCES
<p>nts will be cloud tch three ns; ie. strato,  student to and ed for</p> <p>ned atmospheric of clouds, o learn how y and to tively tions on</p>	<p>I. Student-Centered in class activity</p> <p>A. Drawings of the sky will be made by the students using the outdoor sketches--use various media.</p> <ol style="list-style-type: none"> <li>1. Charcoal</li> <li>2. Ink wash</li> <li>3. Water color</li> <li>4. Pastel</li> </ol> <p>B. Student will discuss atmos- pheric conditions pertaining to an adequate supply of clean air and the importance it has in everyone's life.</p> <p>II. Outside Resource and Community Activities</p> <p>A. Class will meet out- side to sketch the sky during various atmospheric conditions.</p> <p>B. Field trip to the weather bureau.</p>

<u>Resource and Reference Materials</u>	<u>Continued and Additional Suggested</u>
<u>Publications:</u> <u>Drawing</u> , British Journal of Aesthetics, 10:84-5, January 1970 <u>Watercoloring: Beyond Rendering</u> , American Artist 33:72-4, December, 1969 <u>Sketching from Life: Robert Weaver Shows How</u> , American Artist, 34:62-7 May, 1970	
<u>Audio-Visual:</u> <u>Seeing Trees and Clouds</u> , series of four films, B. F. A. Educational Media	
<u>Community:</u>	

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Continued and Additional Suggested Learning Experiences

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C	<u>6. Natural resources are not equally</u>	
O	<u>distributed over the earth or over</u>	Discipline
C	<u>time and greatly affect the</u>	Subject
E	<u>geographic conditions and quality</u>	Problem Ori
P	<u>of life.</u>	

BEHAVIORAL OBJECTIVES		SUGGEST
Cognitive: Given comparative geographic conditions, the student will draw a picture illustrating the natural area of his choice.		I. Student-Centered in activity A. Discuss the variety of natural areas in the immediate B. Break into groups compare by discussing how geographical location has affected individuals. Have students sketch the surrounding area to illustrate how the region has influenced their lives.
Affective: By observation and discussing natural resources the student will develop an appreciation and respect for the natural areas of the earth.		C. Show movie D. Show film strip of area E. Go outside to sketch F. Compile a file of clippings from magazines during a class period
Skills to be Learned 1. Landscape drawing 2. One point perspective		

ESEA Title III - 59-70-0135-2 Project I-C-E

ces are not equally

ne the earth or over Discipline Area Art  
ffect the Subject Drawing  
Ori ons and quality Problem Orientation Natural Area Grade 9-12

SUGGESTED LEARNING EXPERIENCES		
	I. Student-Centered in class activity A. Discuss the variety of natural areas found in the immediate vicinity B. Break into groups to compare by discussion how geographical location has affected individuals. Have students sketch their surrounding area to illustrate how this region has influenced their lives. C. Show movie D. Show film strip on Natural area E. Go outside to sketch F. Compile a file of pictures of natural areas by clipping magazine pictures during a class period.	II. Outside Resource and Community Activities

Resource and Reference Materials      Continued and Additional Sources

Publications:

National Geographic Magazines  
Arizona Highways  
Canadian Magazine  
Landscape Drawing, J. Hayes  
Connoisseur 173:17-24 Ja'70

Audio-Visual:

Kellogg Public Library films  
Alaska 49th State  
Continent of Africa  
Forest Murmurs  
Hawaii 50th State  
Heritage of Splendor

Community:

Contact the university.  
Community Outreach  
Robert S. Cook, director  
LS-407 Main Campus

Continued and Additional Suggested Learning Experiences

C 6. Natural resources are not  
 O equally distributed over the earth  
 N or over time and greatly affect  
 C the geographic conditions and  
 E quality of life.

Discipline Area

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Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LE
<u>Cognitive:</u> Each student should be able to make a drawing simulating one or more types of rock formation.  <u>Affective:</u> Students will show an awareness of the variety of rock formations <u>in the earth structure.</u>	I. Student-Centered in class activity A. Class should make a drawing of strange or fantastic rock surfaces 1. Cliff 2. Free standing 3. Composed of planes 4. Curved surfaces 5. Stratified horizontal 6. Vertical 7. Both directions
<u>Skills to be Learned</u> Organization of a surface Imaginative problem of surface design Use of pencils	

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## Problem Orientation Awareness Grade 9-12

## SUGGESTED LEARNING EXPERIENCES

<p>I. Student-Centered in class activity</p> <p>A. Class should make a drawing of strange or fantastic rock surfaces.</p> <ol style="list-style-type: none"> <li>1. Cliff</li> <li>2. Free standing</li> <li>3. Composed of planes</li> <li>4. Curved surfaces</li> <li>5. Stratified horizontally</li> <li>6. Vertical</li> <li>7. Both directions</li> </ol>	<p>II. Outside Resource and Community Activities</p> <p>A. Rocks collected on a field trip or brought to class by students</p> <p>B. Pictures of rock formations in National Geographic magazines or books on geology.</p>
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Resource and Reference Materials	Continued and Additional Suggested
<u>Publications:</u> <u>Form Space &amp; Vision</u> , Graham Collier Prentice Hall <u>Sketching from Life: Robert Weaver Shows How</u> , American Artist 34:62-7 May '70	
<u>Audio-Visual:</u> Introduction to Drawing Materials BFA Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404	
<u>Community:</u>	

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C 7. Factors such as facilitating trans-  
 O portation, economic conditions, popula-  
 C tion growth, and increased leisure time  
 P  
 T have a great influence on changes in land  
 use and centers of population density.

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BEHAVIORAL OBJECTIVES

Cognitive: Students will discuss cleanup problems associated with increased leisure time activities and population density.  
Affective: Students perceive that attention-getting devices (if available in sufficient quantity) do help control man-made litter.

Skills to be Learned  
 Advertising layout  
 Poster design  
 Lettering (Gothic and/or stylized)

SUGGESTED LEARNING

- I. Student-Centered in class activity
  - A. Advertising layout
    1. Student selects the idea projection from outside resource column.
    2. Student lays out a poster with appropriate slogan & illustration.
    3. Suggests where it may be used & how. Completed posters may be used as a display on ecology.

such as facilitating transportation, economic conditions, population, and increased leisure time influence on changes in land use of population density.

ENTS will perceive increased activities, density. Students perceive sufficient control

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ic and/or ized)

Discipline Area Art

Subject Drawing

Problem Orientation Design for Cleanup Control Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
	<p>I. Student-Centered in class activity</p> <p>A. Advertising layout</p> <ol style="list-style-type: none"> <li>1. Student selects the idea projection from outside resource column.</li> <li>2. Student lays out a poster with appropriate slogan &amp; illustration.</li> <li>3. Suggests where it may be used &amp; how. Completed posters may be used as a display on ecology.</li> </ol>	<p>II. Outside Resource and Community Activities</p> <p>A. Consider community activities in which the students have had experience with (i.e. football &amp; basketball games, swimming &amp; camping, shopping at holiday time and in shopping centers, others which students may suggest)</p> <p>B. Consider how clean-up controls succeeded or failed.</p> <p>C. Bring examples of litter bags, pictures of unique containers for refuse.</p> <p>D. Bring examples of attention drawing posters which have been effective in problem control such as "Smoky the Bear," "Feed the Cans at McDonald's," etc.</p>

Resource and Reference Materials

Continued and Addi:

Publications:

- Power to the Poster, American Artist, 34:33-41, May '70
- Drawing, British Journal of Aesthetics, 10:84-5, Jan. '70
- Where the Medium Lets Down the Message, Design No. 250: 49-53, Oct. '69

Audio-Visual:

"Poster," BFA Educational Media  
2211 Michigan Avenue  
Santa Monica, Calif. 90404

Community:

rials	<u>Continued and Additional Suggested Learning Experiences</u>
<p>in Artist, Aesthetics, the Message, '69</p> <p>dia ue f. 90404</p>	

C 8. Cultural, economic, social,  
O and political factors determine  
C status of man's values and  
E P attitudes toward his environment.

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BEHAVIORAL OBJECTIVES

Cognitive: Students will discuss and determine implications of the dependency our society has on the material. They will also discuss and determine the implications of the demands made on his resources because of materialism.

I. Student-activity  
A. Student item on necessary  
B. Student poster item.  
C. Poster letter which theme.

Affective: After this discussion, the class will be conscious of what material things should be advertised, as they are necessary for human activity.

Skills to be Learned  
Poster layout  
Basic lettering  
Developing ideas

ESEA Title III - 59-70-0135-2 Project I-C-E

8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Art

Subject Drawing

Problem Orientation Advertisements Grade 9-12

BEHAVIORAL OBJECTIVES

Objective: Students will discuss and determine implications of the tendency our society has to the material. They also discuss and determine the implications of demands made on his resources because of materialism.

Objective: After this discussion, the class will be conscious of what material things should be advertised, as they are necessary for human activity.

Is to be Learned  
- layout  
- lettering  
- shopping ideas

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Students should choose an item or product that is necessary to life.
  - B. Student should work out a poster advertising this item.
  - C. Posters should include lettering and main body which pictorially explains theme.

- II. Outside Resource and Community Activities
  - A. Current magazines can be scanned for advertisements.
  - B. Advertisements can be placed in groups relating to its cultural, economic, social or political value.
  - C. Is this article or product necessary to my life? This should be the students next concern.

Resource and Reference Materials	Continued and Additional Suggested
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Publications:

- "Contemporary Collages", Murray Zucker, Interiors, 129:72 May '70
- "Posters should be for people: British poster design awards" Design, No. 256:18-23 April '70
- "Power to the Poster", American Artist, 34:33-41, May '70

Audio-Visual:

"Poster"  
B.F.A. Educational Media  
2211 Michigan Ave.  
Santa Monica, Calif. 90404

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Continued and Additional Suggested Learning Experiences

C 9. Man has the ability to manage,  
 O manipulate, and change his  
 N environment.  
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<u>Cognitive</u> : The student will recognize characteristics of and discuss: A. Density of street trees B. General appearance of tree trunks C. General appearance of street trees compared with those in yards or parks.  <u>Affective</u> : After the discussion, the student will plan a field trip on which they will sketch as many things as possible which were discussed.	I. Student-Centered in class activity A. Discussion of various aspects and characteristics of trees. B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth.	II. Outside Community A. Field sketches B. Drawing 1. 2.
<u>Skills to be Learned</u> Drawing trees Landscape drawing Possibly one and two point perspective.		

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Problem Orientation Landscaping Grade 9-12

IVES	SUGGESTED LEARNING EXPERIENCES	
ent utsi acter- ss: Fie ske par Dis 1. 2. e dent rip sketch dis-	I. Student-Centered in class activity A. Discussion of various aspects and characteristics of trees. B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth.	II. Outside Resource and Community Activities A. Field trip to observe and sketch street trees, trees in parks, yards, etc. B. Discussion 1. What is aesthetically pleasing or displeasing about the environment? 2. Why are certain natural environments considered more beautiful than others.

Resource and Reference Materials	Continued and Additional Suggested
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Publications:

Drawing, British Journal of  
Aesthetics, 10:84-5, Jan. '70  
Outdoor Sketching in Miniature,  
American Artist, 33:48-9, Summer '69  
Urban Landscape Design, Eckba  
Garden Cities of Tomorrow, Howard  
Design with Nature, McHarg

Audio-Visual:

Seeing Trees and Clouds, (4 film-  
strips), BFA Educational Media,  
2211 Michigan Ave., Santa Monica,  
Calif. 90404

Community:

Continued and Additional Suggested Learning Experiences

C 1. Energy from the sun, the basic Discipline Area Art  
 O source of all energy, is converted Subject Painti  
 N through plant photosynthesis into a Problem Orientation Sun  
 C form all living things can use for  
 E life processes.

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP
<u>Cognitive:</u> The student applies watercolor techniques in planning a picture illustrating the effect sunlight has on environment.  <u>Affective:</u> After this study, the student will be sensitive to the world around him and understand the importance of the sun in his life.	I. Student-Centered in class activity A. View a movie on watercolor technique. B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight. C. Make several rapid watercolor washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow). D. Complete one watercolor painting.
<u>Skills to be Learned</u> <u>Watercolor wash</u> 1. Skill in mixing colors and applying them 2. Steps in technique of this media	

the sun, the basic Discipline Area Art  
energy, is converted Subject Painting  
Sun photosynthesis into a Problem Orientation Sunlight Grade 9-12  
things can use for

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
ent techniques ect comment. study, sensitive him and tance of	I. Student-Centered in class activity A. View a movie on watercolor technique. B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight. C. Make several rapid water- color washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow). D. Complete one watercolor painting.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested
<u>Publications:</u> <u>Creative Color</u> , Birren, Farber <u>A Sense of Wonder</u> , Carson, Rachel	
<u>Audio-Visual:</u> <u>"Modern Art - Renoir"</u> FS 21 I-C-E RMC	
<u>Community:</u> View outdoors at various times of day	

ited als Continued and Additional Suggested Learning Experiences

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C 2. All living organisms interact  
 O among themselves and their  
 N environment, forming an intricate  
 C unit called an ecosystem.

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ESEA Title III - 59-70-0135-2 Project I-C-5

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive</u>: Each student will be able to paint a watercolor picture using a landscape study made outside.</p> <p><u>Affective</u>: Students will show an awareness of the environment through the study and painting of a landscape.</p>	<p>I. Student-Centered in class activity</p> <p>A. The class will see "Colors in Nature" a part of "Environmental Awareness" series.</p> <p>B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.</p>
<p><u>Skills to be Learned</u></p> <p>Control of watercolor</p> <p>A. Wash (large areas)    B. Dry brush (detail)    C. Care &amp; knowledge of tools involved in the use of watercolor.</p>	

organisms interact      Discipline Area Art  
and their                      Subject            Painting  
ing an intricate              Problem Orientation Aesthetic Awareness      Grade 9-12  
system.

SUGGESTED LEARNING EXPERIENCES	
nt a ing e ill the he a  ) ) of the	I. Student-Centered in class activity A. The class will see "Colors in Nature" a part of "Environmental Awareness" series. B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.  II. Outside Resource and Community Activities A. The students will take sketch books and go outside either as individuals or a group and sketch various landscapes, noting types and position of trees, horizon and colors.

Resource and Reference Materials	Continued and Additional Sugg...
<p><u>Publications:</u></p> <p><u>Painting Trees</u>, Pitman <u>American Tradition in Painting</u>, McCourbey, John W.</p>	

Audio-Visual:  
"Seeing Trees & Clouds"  
BFA Educational Media  
2211 Michigan Avenue  
Santa Monica, Calif. 90404  
"Color" FA 101  
I-C-E RMC

Community:

Continued and Additional Suggested Learning Experiences

C 2. All living organisms interact  
 O among themselves and their  
 N environment, forming an intricate  
 C unit called an ecosystem.

Discipline Area Art  
 Subject Painting  
 Problem Orientation Aesthetic Awareness

BEHAVIORAL OBJECTIVES
<u>Cognitive</u> : Each student should be able to reproduce a still life composed of at least one natural object and background in water color.
<u>Affective</u> : Students will show an awareness of the ecosystem through studying and painting.
<u>Skills to be Learned</u> <u>Control of watercolor</u> A. Wash B. Dry brush C. Care and knowledge of tool involved in the use of the media

SUGGESTED LEARNING EXPERIENCES
I. Student-Centered in class activity A. The class will see the filmstrip on "Environmental Awareness". B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail. C. The chosen objects will be arranged in a suitable composition for painting. D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.

organisms interact \_\_\_\_\_ Discipline Area Art  
 with other organisms and their \_\_\_\_\_ Subject Painting  
 interrelationships forming an intricate \_\_\_\_\_ Aesthetic Aesthetic  
 ecosystem. Problem Orientation Awareness Grade 9-12

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
Student	<p>I. Student-Centered in class activity</p> <p>A. The class will see the filmstrip on "Environmental Awareness".</p> <p>B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail.</p> <p>C. The chosen objects will be arranged in a suitable composition for painting.</p> <p>D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Take a field trip to a wildlife sanctuary or any natural environment (woods, lakes, field, stream) to study nature, its movement, color and composition.</p>
Student		

Resource and Reference Materials	Continued and Additional Suggested Lear
<u>Publications:</u> <u>American Tradition in Painting</u> , McCourbey, John V. <u>Design With Nature</u> , McHarg, Ian <u>A Way of Seeing</u> , Leavitt, Helen	
<u>Audio-Visual:</u> <u>Environmental Awareness Series</u> I-C-E RMC	
<u>Community:</u>	

earns

Continued and Additional Suggested Learning Experiences

C 5. An adequate supply of clean air is  
 O essential because most organisms depend  
 C on oxygen, through respiration, to  
 E release the energy in their food.

Discipline Area Art

Subject Painting

Problem Orientation Air Pollution

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<u>Cognitive</u> : After observation and discussion, the student will be able to produce a water color painting simulating atmospheric and land conditions resulting from polluted air. <u>Affective</u> : The student will show an awareness of a polluted environment.	I. Student-Centered in class activity A. Have class make wash paintings of sky and grass. B. Controlling the medium, add black or orange to grey the blue near the horizon. C. Grey the green as the sky-- use red with green. D. After the background is dry, add details of students' choice in dry brush.
<u>Skills to be Learned</u> Control of watercolor wash Study of color value and intensity through use of complimentary or black.	

of clean air is Discipline Area Art  
 ing organisms depend Subject Painting  
 Po respiration, to Problem Orientation Air Pollution Grade 9-12  
 their food.

SUGGESTED LEARNING EXPERIENCES	
<p>I. <u>Con-</u>  <u>the</u>  <u>A</u>  <u>pos-</u>  <u>B</u>  <u>air.</u>  <u>will</u>  <u>pol-</u></p> <p>wash    and    E</p>	<p>I. Student-Centered in class activity</p> <p>A. Have class make wash paintings of sky and grass.</p> <p>B. Controlling the medium, add black or orange to grey the blue near the horizon.</p> <p>C. Grey the green as the sky-- use red with green.</p> <p>D. After the background is dry, add details of students' choice in dry brush.</p> <p>II. Outside Resource and Community Activities</p> <p>A. A ride in the community noting air and land problems--Discuss.</p> <p>B. Drive to the coal dock and river to note effect on environment.</p>

<u>Resource and Reference Materials</u>	<u>Continued and Additional</u>
<p><u>Publications:</u></p> <p><u>Arthur J. Barbour believes in a Design Plan, American Artist, 34:66-7, February, 1970</u></p> <p><u>Progress Toward Color Coordination, RIBA Journal, 76:491, November, 1969</u></p>	

Audio-Visual:  
Awareness in the City, Environmental Awareness, filmstrip, I-C-E RMC

Community:

al

ference Materials

Continued and Additional Suggested Learning Experiences

ur believes in a  
rican Artist,  
y, 1970  
Color Coordination,  
:491, November, 1969

o City, Environmental  
trip, I-C-E RMC

C 6. Natural resources are not equally  
 O distributed over the earth or over Discipline Are  
 N time and greatly affect the Subject  
 C geographic conditions and quality Problem Orient  
 E of life.

BEHAVIORAL OBJECTIVES		SUGGESTED
<u>Cognitive:</u> Following research and discussion, the student will employ experimental techniques to show the beginning stages of painting.	I. Student-Centered in class activity	A. Begin with a study & discussion of pre-historic & caveman paintings. Show slides 1. Discuss what types of paint they used & how they mixed them.
<u>Affective:</u> The student will appreciate the sophisticated materials available to today's craftsman compared to early painting.		2. Discuss types of brushes they used & how they made them.
<u>Skills to be Learned</u> 1. Skill in developing pre-historic painting techniques. 2. Skill in mixing pigment from natural materials		B. Experience in mixing own paints from natural materials & brushes C. Bring in a flat stone to make a painting on similar to caveman paintings.

ESEA Title III - 59-70-0135-2 Project I-C-E

1 resources are not equally  
 are ed over the earth or over Discipline Area Art  
 greatly affect the Subject Painting  
 ent conditions and quality Problem Orientation Use of Natural Grade 9-12  
 Resources for Painting

ED class & & pa pes l & & n. of h th ng.	LEARNING OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
following research the student experimental show the types of paint-  student will sophisticated able to man compared  learned developing one's painting sim- interning pigment materials	I. Student-Centered in class activity A. Begin with a study & discussion of pre-historic & caveman paintings. Show slides 1. Discuss what types of paint they used & how they mixed them. 2. Discuss types of brushes they used & how they made them. B. Experience in mixing your own paints from natural materials & brushes too. C. Bring in a flat stone to make a painting on similar to caveman paintings.	II. Outside Resource and Community Activities A. Do research in the library on pre-historic painting & subject matter used. B. Collect natural products for use in developing, painting materials.

Resource and Reference Materials	Continued and Additional Suggestions
<u>The Artist's Handbook of Materials &amp; Techniques</u> , Ralph Mayer 3rd ed. Viking Press <u>Antiquity of The Art of Painting</u> Renaissance Quarterly 23 no. 2: 17 6-7 Summer '70	
<u>Audio-Visual:</u> <u>Painting the Creative Process</u> BFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404	
<u>Community:</u>	

aterials      Continued and Additional Suggested Learning Experiences

Materials

r

Painting  
no. 2:

process

C 9. Man has the ability to manage,  
 O  
 N manipulate, and change his  
 C  
 E environment.  
 P  
 T

Discipline Area Art  
 Subject Soil  
 Problem Orientation

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING EXPERIENCES
Cognitive: The student should know the techniques of soil painting and produce a sand painting depicting land management.	Affective: The student will show an awareness of the many types of soil and of some types of management.	<p>I. Student-Centered in class activity</p> <p>A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types.</p> <p>B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.</p>
ESEA Title III - 59-70-0135-2 Project I-C-E	Skills to be Learned Preparing soil for use in sand painting Composing a well-organized and managed area (such as a park or city section)	II. Out-of-class Commu

ESEA Title III - 59-70-0135-2 Project I-C-E  
 Cognitive: The student should know the techniques of soil painting and produce a sand painting depicting land management.

Affective: The student will show an awareness of the many types of soil and of some types of management.

Skills to be Learned  
 Preparing soil for use in sand painting  
 Composing a well-organized and managed area (such as a park or city section)

Discipline Area Art  
Subject Soil painting  
Problem Orientation Land use Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types. B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sug
<u>Publications:</u> <u>Garden City's of Tomorrow</u> , Howard, Ebener, Cambridge Mass, M.I.T. Press, '65	
<u>Audio-Visual:</u> <u>Survey of American Painting</u> , Nat. Gallery of Art, Extension Services, Washington, D.C. 20565 <u>FS31 America's Arts &amp; Skills</u> , Part VI <u>The Timeless Southwest</u> , I-C-E RMC	
<u>Community:</u> Quarries, gardens, gravel pits, beaches Sand pits	

Sug	Materials	Continued and Additional Suggested Learning Experiences
	ow, Howard, , M.I.T.	
	ting, Nat. on Services,	
	kills,	
	I-C-E RMC	
	l pits,	

C 10. Short-term economic gains may  
O produce long-term environmental  
C losses.  
P  
T

Discipline Area Art  
Subject Painting  
Problem Orientation environment  
losses

BEHAVIORAL OBJECTIVES	
Cognitive: The student will discuss beauty in nature. He will comprehend the significance of beauty as an aesthetic value which stands out against pollution.	I. Student-Centered in class activity A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.
Affective. The student will be conscious of the fact that environmental factors such as air, water and land are beautiful in themselves and must be preserved.	H. Outside Communit A. Dis ist the men cha B. Sli ing C. Fil D. Boo and
<u>Skills to be Learned</u> Study of color Handling of water color wash Care of equipment	

ESEA Title III -59-70-0135-2 Project I-C-E

economic gains may

term environmental

Discipline Area Art

Subject Painting

Awareness of

Problem Orientation environmental Grade 9-12

losses

OBJECTIVES

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Fil-  
Boo-  
and  
such as  
and are  
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erved.

urned

color

SUGGESTED LEARNING EXPERIENCES

	<p>I. Student-Centered in class activity</p> <p>A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Discussion of the Impressionists' interest in light and how they produce a feeling of movement in water, atmospheric changes and sunshine.</p> <p>B. Slides of Impressionist paintings</p> <p>C. Filmstrip on color</p> <p>D. Books of Impressionist paintings and artists.</p>
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Resource and Reference Materials	Continued and Additional Suggested Le
Publications:	
<u>Landscape Drawing</u> , J. Hayes <u>Connoisseur</u> , 173:17-24, Jan. '70 <u>Fine Arts Publications-Series II</u> <u>FA Impressionism</u> , Vol. 5, No. 1, 201 1963, I-C-I RMC	
<u>Audio-Visual:</u> <u>"Seeing Trees and Clouds," Series</u> of 4 filmstrips, BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404 <u>Painting and Drawing with Expression</u> , BFA <u>Impressionism</u> , BFA	

Le Continued and Additional Suggested Learning Experiences

C 1. Energy from the sun, the basic  
 O source of all energy, converted  
 N through plant photosynthesis into a  
 C form all living things can use for  
 E life processes.

BEHAVIORAL OBJECTIVES

Cognitive: The student will produce a print using linoleum. The print will be an abstract interpretation of the theme of sun energy or sun symbolism.

Affective: The student will perceive that the sun is the source of all energy and demonstrate this by symbolizing the sun.

Skills to be Learned

Observation skills  
 Library skills  
 Skills in developing ideas  
 Skill in printing techniques  
 Neatness  
 Self-evaluation  
 Evaluation of other work  
 Originality

Discipline Area Art

Subject Graphics

Problem Orientation Sun

SUGGESTED LEARNING EXP

- I. Student-Centered in class activity
  - A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history.
  - B. Show movie, "Quetzalcoatl", and then discuss.
  - C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific.
  - D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead.

(cont.)

basic Discipline Area Art  
converted Subject Graphics  
into a Problem Orientation Sun Energy Grade 9-12  
for

SUGGESTED LEARNING EXPERIENCES

<p>I. Student-Centered in class activity</p> <p>A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history.</p> <p>B. Show movie, "Quetzalcoatl", and then discuss.</p> <p>C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific.</p> <p>D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead.</p>	<p>II. Outside Resource and Community Activities</p>
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(cont.)

Resource and Reference Materials	Continued and Additional Suggestions
<u>Publications:</u>	
<p>Watson, Ernest W., "Linoleum Block Printing", Springfield, Mass., Milton Bradley Co., 1929</p> <p>Heller, Jules, "Printmaking Today", New York, Holt, Rinehart &amp; Winston, Inc. 1972</p> <p>Perry, Raymond W. "Block Printing Craft", Peoria, Ill., The Manual Arts Press, 1938</p> <p>110 Th <u>Energy Sources</u>, (Student manual &amp; teacher's guide)</p> <p>I-C-E RMC</p>	<p>I. (cont.)</p> <p>E. Explain the project, demonstrate printing from beginning to end.</p> <p>F. Students work on prints.</p> <p>G. Critique project.</p>
<u>Audio-Visual:</u>	
<p>"Quetzalcoatl" 16 mm film. Aztec legend with artifacts animated to tell how the sun brought life to the people.</p> <p>"Sun's Energy", #6949 BAVI</p> <p>"Basic Reproduction Process in the Graphic Arts", BAVI</p>	
<u>Community:</u>	

este is      Continued and Additional Suggested Learning Experiences

I. (cont.)

- E. Explain the project, demonstrate linoleum block printing from beginning to end.
- F. Students work on prints.
- G. Critique project.

C 2. All living organisms interact  
 O among themselves and their  
 N environment, forming an intricate  
 C unit called an ecosystem.

Discipline Area Art  
 Subject Graph  
 Problem Orientation Based

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING
<u>Cognitive:</u> The student will prepare a collagraph print to illustrate the basic theme that man has altered the balance of nature.		<p>I. Student-Centered in class activity</p> <p>A. Begin the project with a problem for the students. Analyze the life cycle and the balance of nature. How has man affected the balance of nature? Comprise a list of things included in the balance of nature.</p>
<u>Affective:</u> The student will show an awareness of the ecosystem by creating a print that demonstrates man's important role in changing the balance of nature.		<p>B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and take some of your own. Briefly discuss some of the research that was done, and begin the students' thinking of ideas for a print by explaining collagraph printing.</p> <p>C. Demonstrate how to organize &amp; prepare a plate for printing. Show inking &amp; printing.</p> <p>D. Show examples of collagraph printing.</p> <p>E. Have students make a print.</p> <p>F. Critique the finished project.</p>
<u>Skills to be Learned</u> Library skills Observation Developing ideas Printing Neatness Self-evaluation		

ESOA Title III - 59-70-0135-2 Project I-C-E

interact Discipline Area Art  
air Subject Graphics  
intricate Life cycle and  
Problem Orientation Balance of Nature Grade 9-12

SUGGESTED LEARNING EXPERIENCES

<p>I. Student-Centered in class activity</p> <p>A. Begin the project with a problem for the student. Analyze the life cycle and the balance of nature. How has man affected the balance of nature? Comprise a list of things included in the balance of nature.</p> <p>B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and take some of your own. Briefly discuss some of the research that was done, and begin the students' thinking of ideas for a print by explaining collagraph printing.</p> <p>C. Demonstrate how to organize &amp; prepare a plate for printing. Show inking &amp; printing.</p> <p>D. Show examples of collagraph printing.</p> <p>E. Have students make a print. Critique the finished project.</p>	<p>II. Outside Resource and Community Activities</p>
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Resource and Reference Materials  
Publications:

Heller, Jules, Printmaking Today,  
Holt, Rinehart & Winston, Inc.  
1972

Andrews, Michael F., Creative  
Printmaking, Englewood Cliffs,  
New Jersey, 1964

Continued and Additional Sug Con

Audio-Visual:  
Conservation & The Balance of Nature  
BAVI

Community:  
Local site visits  
Contact Historical Society

Continued and Additional Suggested Learning Experiences

C 4. An adequate supply of pure  
O  
N water is essential for life.  
C  
E  
P  
T

Discipline Area

Subject

Problem Orientat

**BEHAVIORAL OBJECTIVES**

Cognitive: After observation of wildlife in and about a freshwater source, child makes collage demonstrating his understanding of life on an adequate supply of pure water.

Affective: Student will show an awareness of the collage as an art form and will develop an attitude toward an observed situation.

**SUGGESTED LEARN**

- I. Student-Centered in class activity
  - A. The class will clip out of magazines pictures relating to nature and the importance of water.
  - B. Each student will compose collage about some animal or bird that was seen utilizing the water source. Effects of the adequate supply of pure water should be clearly communicated.

Skills to be Learned  
Composition of a collage  
Research skills  
Skills of observation

Project I-C-E

ESEA Title III - 59-70-0135-2

ate supply of pure  
ential for life.

Discipline Area Art  
Subject Collage  
Problem Orientation Pure Water Grade 9-12

OBJECTIVES  
After obser-  
vlife in and  
water source,  
ollage demon-  
nderstanding  
adequate supply  
  
Student will  
ness of the  
art form and  
an attitude toward  
situation.

Learned  
of a collage  
ills  
servation

SUGGESTED LEARNING EXPERIENCES

	<p>I. Student-Centered in class activity</p> <ul style="list-style-type: none"><li>A. The class will clip out of magazines pictures relating to nature and the importance of water.</li><li>B. Each student will compose a collage about some animal or bird that was seen utilizing the water source. Effects of the adequate supply of pure water should be clearly communicated.</li></ul>	<p>II. Outside Resource and Community Activities</p> <ul style="list-style-type: none"><li>A. A field trip to the local wildlife refuge may be arranged.</li><li>B. Make sketches of the birds and animals observed around the water source.</li></ul>
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Resource and Reference Materials  
Publications:

Contemporary Collages by Murray  
Zucker, Interiors, 129:72, May, 1970  
"Conserving Our Waters & Cleaning  
the Air", teacher guide and student  
manual, I-C-E RMC

Continued and Additional Sugges

Audio-Visual:

Community:

aterials

Continued and Additional Suggested Learning Experiences

Murray  
, May, 1970  
Cleaning  
and student

C 6. Natural resources are not equally  
 O distributed over the earth or over  
 C time and greatly affect the geographic  
 E conditions and quality of life.

Discipline Area Art

Subject Graph

Problem Orientation na

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will collect natural materials and translate them to use as the pigment in a mono print.

Affective: The student will appreciate the fact, and understand that various art pigments can be derived from many natural resources and that all pigments are the product of natural resources.

Skills to be Learned  
Observational skills  
Library skills  
Skill in developing ideas  
Originality  
Printing techniques  
Neatness  
Self-evaluation  
Evaluation of other work

SUGGESTED LEARNING EXP

I. Student-Centered in class activity

A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use.

1. Weeds  
 2. Vegetables, etc.

B. The teacher will demonstrate how to produce color from a few natural materials and will demonstrate printing techniques.

C. The student will produce colors and make a print.

D. The student will comprise a list of materials used and will share his knowledge with the class.

E. Critique projects.

al resources are not equally  
distributed over the earth or over  
greatly affect the geographic  
distribution and quality of life.

Discipline Area Art  
Subject Graphics (mono print)  
Problem Orientation Necessity of natural resources Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
the student natural resources use as in a mono  the student appreciate the understand art be derived cultural that all the pro- real re-	I. Student-Centered in class activity A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use. 1. Weeds 2. Vegetables, etc. B. The teacher will demonstrate how to pro- duce color from a few natural materials and will demonstrate printing techniques. C. The student will produce colors and make a print. D. The student will comprise a list of materials used and will share his know- ledge with the class. E. Critique projects.	II. Outside Resource and Community Activity A. The student will do research on color pigments and where they come from and how they are produced. B. Direct the student to begin exploring for materials out- side of class.
Learned skills developing ideas  techniques  ion of other work		

Resource and Reference Materials	Continued and Additional Suggestions
<u>Publications:</u> <u>Form, Space and Vision</u> , Graham Collier, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1965 <u>Printmaking Today</u> , Heller, Jules,, N.Y., Holt, Rinehart & Winston (section on mono printing) <u>The Artists Handbook of Materials and</u> <u>Techniques</u> , Ralph Mayer, 3rd ed., Viking Press	
<u>Audio-Visual:</u>	
<u>Community:</u> Library research	

S Continued and Additional Suggested Learning Experiences

Collier,  
Cliffs,  
s., N.Y.,  
on on

Is and

C      5. Natural resources are not  
 O      equally distributed over the earth      Discipline Area      Ar  
 N      or over time and greatly affect      Subject      Gr  
 C      the geographic conditions and quality      Problem Orientation  
 E      of life.      of life.

BEHAVIORAL OBJECTIVES		SUGGESTED LEARN
<p><u>Cognitive:</u> The student will produce a composition using texture rubbings from man made and natural objects, with the idea of using as many different resources as possible to gain a finished composition.</p> <p><u>Affective:</u> The student will show an awareness of the variety of textures in his environment by listing all of the resources that he used in his composition.</p>	<p><u>Skills to be Learned</u></p> <p>Observational skills</p> <p>Skill in organization of composition</p> <p>Neatness</p> <p>Skill in selection of resources.</p>	<p>I. Student-Centered in class activity</p> <p>Begin with question</p> <p>A. What is texture? Where is it found? Discuss this briefly &amp; start the students looking around, by finding and listing some of the various textures, just in the classroom alone. Expand this to cover the school building.</p> <p>B. Explain the project, using pencil, charcoal, chalk, etc. Do texture rubbings of interesting textural surfaces man made and natural.</p> <p>C. Demonstrate the project and explain that it will be basically an outdoor project.</p> <p>D. Create a composition by selecting interesting man made &amp; natural textures.</p>
ESEA Title III - 59-70-0135-2 Project I-C-E		

es are not

over the earth Discipline Area Art

eatly affect Subject Graphics (Texture Rubbings)

itions and quality Problem Orientation Use of Natural Grade 9-12  
Resources

SUGGESTED LEARNING EXPERIENCES	
	<p>I. Student-Centered in class activity Begin with question A. What is texture? Where is it found? Discuss this briefly &amp; start the students looking around, by finding and listing some of the various textures, just in the classroom alone. Expand this to cover the school building.</p> <p>B. Explain the project, using pencil, charcoal, chalk, etc. Do texture rubbings of interesting textural surfaces man made and natural.</p> <p>C. Demonstrate the project and explain that it will be basically an outdoor project.</p> <p>D. Create a composition by selecting interesting man made &amp; natural textures.</p> <p>II. Outside Resource and Community Activities A. Have students look for texture around the school building. B. Take a field trip or excursion outdoors to search for different textures to use in texture rubbing composition.</p>

Resource and Reference Materials	Continued and Additional Suggested
<u>Publications:</u> "Rubbings of Maya Sculpture", <u>Arts</u> , 42:53, Nov. '67	

Audio-Visual:

Kit #16 - Environmental Awareness, I-C-E RMC  
 "Discovering Texture",  
 B.F.A. Educational Media  
 2211 Michigan Ave.  
 Santa Monica, Calif. 90404  
 "What is Texture?" B.F.A.  
 "Texture Techniques", B.F.A.

Community:

Materials | Continued and Additional Suggested Learning Experiences

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90404

F.A.

B.F.A.

C 8. Cultural, economic, social, and  
 O political factors determine status  
 N of man's values and attitudes  
 C P T toward his environment.

Discipline Area \_\_\_\_\_  
 Subject \_\_\_\_\_  
 Problem Orientation \_\_\_\_\_

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
<u>Cognitive</u> : Students will demonstrate by weaving a sampler of their own design an awareness of the cultural value this art achieves.	I. Student-Centered in class activity A. Students decide on the type of weaving to be done. B. String the loom. C. Complete the project and take it off the loom.
<u>Affective</u> : Students will show an awareness of the cultural, economic and social factors of the art of weaving through their completed work.	
<u>Skills to be Learned</u> Building & dressing a simple loom Learning the vocabulary of weaving Weaving techniques	

, economic, social, and factors determine status values and attitudes environment.

Discipline Area Art  
 Subject Weaving  
 Problem Orientation Cultural Values Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Students will weaving a r own ness of blue this	I. Student-Centered in class activity <ul style="list-style-type: none"> <li>A. Students decide on the type of weaving to be done.</li> <li>B. String the loom.</li> <li>C. Complete the project and take it off the loom.</li> </ul>	II. Outside Resource and Community Activities <ul style="list-style-type: none"> <li>A. Field trip to museum.</li> <li>B. Ask for display materials to be assembled and discussed.</li> <li>C. Contact a local weaver for a demonstration or lecture.</li> </ul>
Students will ness of the omic and of the through l work.		

Resource and Reference Materials

Publications:

"Weaving", Reinhold  
"Hand Weaving & Craftsman"  
magazine

Continued and Additional Suggested Lea

Audic-Visual:

"How to make a simple loom & weave"  
Encyclopedia Britannica Educational  
Corp.  
425 N. Michigan  
Chicago, Ill. 60611

Community:

Mrs. Karen Hagemeyer  
% UWGB

Is Continued and Additional Suggested Learning Experiences

ave"  
tional

<b>ESEA Title III - 59-70-0135-2 Project I-C-E</b>	<p><u>C</u> <u>8. Cultural, economic, social,</u>  <u>O</u> <u>and political factors determine</u>  <u>O</u> <u>status of man's values and</u>  <u>E</u> <u>attitudes toward his environment.</u></p>		
	<b>Discipline Area</b> <u>Art</u> <b>Subject</b> <u>Graphs</u> <b>Problem Orientation</b> <u>Medieval</u>		
<b>BEHAVIORAL OBJECTIVES</b>			<b>SUGGESTED LEARNING</b> <u>Experiential</u>
<p><u>Cognitive:</u> Student will prepare a photograph using machine forms and natural objects to illustrate an underlying theme of mechanical domination over nature.</p> <p><u>Affective:</u> The student will show an awareness of the machine and its dominance over nature by relating his print to this theme.</p> <p><u>Skills to be Learned</u></p> <p>Observation</p> <p>Library skills</p> <p>Originality</p> <p>Developing ideas</p> <p>Neatness</p> <p>Imprinting techniques</p> <p>Self-evaluation</p> <p>Evaluation of other work</p>			<p>I. Student-Centered in class activity</p> <p>A. Initial experience - individual fieldtrips.</p> <ol style="list-style-type: none"> <li>1. Junk yards</li> <li>2. Dumps</li> <li>3. Factories</li> <li>4. Transportation           <ol style="list-style-type: none"> <li>a. Areas of heavy traffic</li> <li>b. Railroads</li> <li>c. Freeways</li> <li>d. Airports</li> </ol> </li> </ol> <p>B. Individual fieldtrips to nature areas.</p> <ol style="list-style-type: none"> <li>1. Forest &amp; untouched areas</li> <li>2. State &amp; county parks</li> <li>3. Wildlife refuge</li> <li>4. In class movies on national parks &amp; forests</li> </ol> <p>C. Instruct students to take pictures or sketch interesting objects and scenes to share.</p> <p>D. Students will collect objects for print.</p> <ol style="list-style-type: none"> <li>1. Machine forms - gaskets, nuts, bolts, washers, etc.</li> </ol> <p>(cont.)</p>

conomic, social, factors determine values and his environment.

Discipline Area Art  
 Subject Graphic Printing  
Mechanical Domination  
 Problem Orientation of Nature Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
	<p>I. Student-Centered in class activity</p> <p>A. Initial experience - individual fieldtrips.</p> <ol style="list-style-type: none"> <li>1. Junk yards</li> <li>2. Dumps</li> <li>3. Factories</li> <li>4. Transportation           <ol style="list-style-type: none"> <li>a. Areas of heavy traffic</li> <li>b. Railroads</li> <li>c. Freeways</li> <li>d. Airports</li> </ol> </li> </ol> <p>B. Individual fieldtrips to nature areas.</p> <ol style="list-style-type: none"> <li>1. Forest &amp; untouched areas</li> <li>2. State &amp; county parks</li> <li>3. Wildlife refuge</li> <li>4. In class movies on national parks &amp; forests</li> </ol> <p>C. Instruct students to take pictures or sketch interesting objects and scenes to share.</p> <p>D. Students will collect objects for print.</p> <ol style="list-style-type: none"> <li>1. Machine forms - gaskets, nuts, bolts, washers, etc.</li> </ol> <p style="text-align: center;">(cont.)</p> <p>II. Outside Resource and Community Activities</p> <p>A. Explain the project more fully as far as the general theme is concerned. Try to get them to relate to what they have seen and felt on both excursions and to express it in a print.</p> <ol style="list-style-type: none"> <li>1. Exhibit sketches and photographs, and exchange ideas in a group discussion.</li> <li>2. Show movies on pollution and conservation to further implant the idea in their minds of technological dominance of nature.</li> </ol>

Resource and Reference Materials
<u>Publications:</u>
"God's Own Junkyard", Peter Blake, Holt, Rinehart & Winston, N. Y. 1964
VF "Give Earth A Chance Series", I-C-E RMC
100. Wa <u>Man &amp; His Environment</u> <u>Interaction &amp; Interdependence</u> , I-C-E RMC
120 O <u>Our Man-Made Environment</u> , I-C-E RMC
150 La <u>The Diligent Destroyers</u> , I-C-E RMC
<u>Paper, Ink and Roller Printing</u> <u>for Beginners</u> , Howard, George, N.Y. Crown Publishing, 1959
Gorbathy, Norman, <u>Printmaking</u> <u>With a Spoon</u> , O. S. Reinhold Pub. Co.
Zaidenberg, Arthur, <u>Prints &amp; How</u> <u>to Make Them</u> , N.Y. Harper & Row 1964
<u>Audio-Visual:</u>
16 mm Film - All available from BAVI
"National Parks: Our American Heritage"
"Apostle Islands Region"
"Glacier Park Studies"
"Pollution is a Matter of Choice"
"Conserving Our Wildlife Today"
"Conservation & the Balance of Nature"
"Conservation to Save Our Environment"
<u>Community:</u>

Continued and Additional Suggested
I. (cont.)
2. Natural forms - weeds, flowers, leaves, bones, insects, etc.
E. Demonstrate printing.
F. Student printing.
G. Class critique.

Materials      Continued and Additional Suggested Learning Experiences

Blake,      I. (cont.)  
N. Y.      2. Natural forms - weeds, flowers, sticks, pebbles,  
"s",      leaves, bones, insects, etc.  
ence,      E. Demonstrate printing.  
nt,      F. Student printing.  
s,      G. Class critique.  
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C 8. Cultural, economic, social and  
 O political factors determine  
 N status of man's values and  
 C  
 E  
 P attitudes toward his environment.

Discipline Area

Subject

Problem Orientation

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING
<u>Cognitive</u> : Students will use machine forms and natural objects, cast in plaster of paris, & know the techniques of making a vacuum form print, with an underlying theme of mechanical domination over nature.		<p>I. Student-Centered in class activity</p> <p>A. Project will begin with individual student field-trips after brief instructions of some of the things to be aware of (machine &amp; natural objects).</p>
<u>Affective</u> : The students will demonstrate an awareness of the machine and its dominance over nature by relating his print to this theme.		<p>B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition.</p> <p>C. The student will produce a vacuum form composition in the following way:</p> <ol style="list-style-type: none"> <li>1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine.</li> <li>2. Follow set procedure for forming.</li> <li>3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea.</li> <li>4. Critique finished vacuum form.</li> </ol>
ESEA Title III - 59-70-0135-2 Project I-C-E	<u>Skills to be Learned</u> Observation Developing ideas Originality Vacuum forming Neatness Self-evaluation Evaluation of other work	

economic, social and Discipline Area Art  
 factors determine Subject Graphics  
 's values and Problem Orientation Mechanical Domination of Nature Grade 9-12  
 and his environment.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
s will and ast in & know making t, with e of ion  dents n achine over his e.  ed  r	<p>I. Student-Centered in class activity</p> <p>A. Project will begin with individual student field-trips after brief instructions of some of the things to be aware of (machine &amp; natural objects).</p> <p>B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition.</p> <p>C. The student will produce a vacuum form composition in the following way:</p> <ol style="list-style-type: none"> <li>1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine.</li> <li>2. Follow set procedure for forming.</li> <li>3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea.</li> <li>4. Critique finished vacuum form.</li> </ol>	<p>II. Outside Resource and Community Activities</p> <p>A. Initial experience - individual fieldtrips for purposes of collection and observation.</p> <ol style="list-style-type: none"> <li>1. Junk yards</li> <li>2. Dumps</li> <li>3. Factories</li> <li>4. Service stations and garages</li> </ol> <p>B. Second experience - individual fieldtrip to natural areas for purposes of collection &amp; observation.</p> <ol style="list-style-type: none"> <li>1. Forests, fields, basically untouched areas</li> <li>2. State, county &amp; local parks</li> <li>3. Wildlife refuges</li> </ol> <p>C. The student will collect objects for a vacuum form that are man-made.</p> <ol style="list-style-type: none"> <li>1. Machine forms, bolts, gaskets, nuts, etc.</li> <li>2. Natural forms (cont.) weeds</li> </ol>

Resource and Reference Materials	Continued and Additional Suggestions
<u>Publications:</u> "Weber Vacuum Form Machines" John Weber Vacuum Form Co. Lincoln Illinois 62656 Write Ron Stokes, Head Art Dept. Manitowoc Public Schools Manitowoc, Wis. "God's Own Junkyard", 1964 Holt Rinehart & Winston Co., N.Y.	II. (cont.) flowers, sticks, pebbles, leaves, etc. from which plaster casts
<u>Audio-Visual:</u>	
<u>Community:</u> Junk yards Dumps Factories Service stations & garages Forests, fields, parks	

Materials	Continued and Additional Suggested Learning Experiences
nes" Co. 6 Art. Dept. ls 64 n Co., N.Y.	II. (cont.) flowers, sticks, pebbles, leaves, bones, insects, etc. from which plaster casts can be made.

Title III - 59-70-0135-2 Project I-C-E	C O N C E P T	9. Man has the ability to manage, manipulate, and change his environment.	Discipline Area Subject Problem Orientation	Art Graphics Land
BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING EXPERIENCES		
<u>Cognitive</u> : The student will apply reduction woodcut principles in a print with this basic theme: Man's misuse of his land.		I. Student-Centered in class activity A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples.		
<u>Affective</u> : The student accepts responsibility for the use of his land and environment by the basic ideas he portrays in this project.		B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually.		
<u>Skills to be Learned</u> Observational skills Skill in printing technique Neatness Self-evaluation Library skills Skill in developing ideas Skill in sketching		C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or film-strips on pollution or land use and misuse.		
				D. Exhibit displays located in the community. A. Study the land use in the community. B. Collect such items as trash, junk, etc. from individual locations. C. Take photographs of areas where there is misuse of land and either display them individually or in a group. D. Exhibit displays located in the community.
(cont.)				

lity to manage, Discipline Area Art  
ange his Subject Graphics (reduction woodcut)  
Problem Orientation Land use Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
<p>I. Student-Centered in class activity</p> <p>A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples.</p> <p>B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually.</p> <p>C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or film-strips on pollution or land use and misuse.</p> <p>D. Lecture on printing and demonstrate the technique of printing.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Student must prepare a list of the ways that man misuses the land especially locally.</p> <p>B. Collect or take photographs of such places or events.</p> <p>C. Take a field trip to places where land is misused--dumps, junkyards, open pits, etc. either as a group or individually. Try to do this locally.</p> <p>D. Exhibition of prints in school display areas and possibly locally at various business establishments.</p>

(cont.)

Resource and Reference Materials	Continued and Additional Sugg.
<p><u>Publications:</u></p> <p><u>Printmaking Today</u>, Jules Heller, Holt, Rinehart &amp; Winston, Inc., N.Y. 170 "Conserving Our Waters &amp; Cleaning Pe the Air," I-C-E RMC "Art in Woodcut," BFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404</p>	<p>II. (cont.)</p> <p>E. Critique the projects interpretations to ad N.Y ani 1 M Ave Cal</p>

Continued and Additional Suggested Learning Experiences

II. (cont.)

E. Critique the projects and compare the personal interpretations to actual things that were seen.

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C 9. Man has the ability to manage,  
 O  
 N manipulate, and change his  
 C  
 E environment.  
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 T

Discipline Area Art  
 Subject Graphics  
 Problem Orientation Environment

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING EXPERIENCES
<u>Cognitive</u> : The student will discuss environmental problems and will then choose an area that he believes needs changing. He will create a silk screen poster and sweat shirt to be used as a vehicle for change.		I. Student-Centered in class activity A. Begin this project with an assignment for the student. Have them brainstorm and write down all of the environmental problems that they can think of for purposes of class discussion. B. Discuss these problems and classify them into major problem areas or environmental concepts. C. Explain the project, and have the student choose an area to cover. D. Briefly cover posters in art history. Show slides, movies, filmstrips. E. Lecture on silk screen printing, show films, demonstrate technique. F. Have them print posters on tag board and then on sweatshirts or T-shirts. G. Class critique and select locations for posters.
<u>Affective</u> : The student will appreciate the fact that it is everyone's duty to help manage and change his environment by any means necessary.		II. Out-of-class activities Com. act. A.
<u>Skills to be Learned</u> Observational skills Library skills Skill in developing ideas Skill in printing technique Neatness Self-Evaluation Evaluation of other work Originality		B. C. D. E. F. G.

ESEA Title III - 59-70-0135-2 Project I-C-E

manage, Discipline Area Art  
Subject Graphics (silk screen)  
Environmental  
Problem Orientation Change Grade 9-12

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity	II. Outside Resource and Community Activities
A. Begin this project with an assignment for the student. Have them brainstorm and write down all of the environmental problems that they can think of for purposes of class discussion. B. Discuss these problems and classify them into major problem areas or environmental concepts. C. Explain the project, and have the student choose an area to cover. D. Briefly cover posters in art history. Show slides, movies, filmstrips. E. Lecture on silk screen printing, show films, demonstrate technique. F. Have them print posters on tag board and then on sweatshirts or T-shirts. G. Class critique and select locations for posters.	

Resource and Reference Materials	Continued and Additional Sugges
<u>Publications:</u>	
<u>Artist-Manual for Silk Screen Print-making</u> , Harry Shokler, N.Y., American Artists Group, 1946 <u>Silk Screen Printing</u> , Sternberg, Harry, N.Y., McGraw, 1942 <u>Block &amp; Silk Screen Printing</u> , Ahlberg, G. and Jarnay J. G., N.Y., Sterling Publishing Co., Inc., 1961 <u>Graphics</u> , periodical on posters <u>Posters</u> , George F. Hoth, Davis Publications, Inc., Worcester, Mass.	
<u>Audio-Visual:</u>	
<u>16 mm. movies</u> <u>Basic Methods of Screen Process Printing</u> <u>BAVI</u> <u>Environmental Pollution..Our World in Crisis</u> , Project I-C-E, RMC <u>Silk Screen Series</u> , (set of 6 super 8 filmloops) BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. <u>Screen Process Printing</u> , (series of 4 filmstrips) International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill <u>Environment: What Can be Done</u> , Life Educational Materials Center	
<u>Community:</u>	
<u>Library</u> <u>Individual field trips</u> <u>People in the community view posters and sweatshirts.</u>	

ls      Continued and Additional Suggested Learning Experiences

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C 12. Private ownership must be  
 O regarded as a stewardship and  
 C should not encroach upon or violate  
 P the individual right of others.

Discipline Area Art

Subject Graphic

Problem Orientation cha

BEHAVIORAL OBJECTIVES

Cognitive: The student will make an ecology button which epitomizes his individual emotions and concerns for change after researching environmental problems.

Affective: The student will assume responsibility to protect his as well as all other mens' rights where environmental problems are concerned.

Skills to be Learned

Observational skills  
Skill in linoleum block printing  
Compositional skill  
Skill in developing good, creative and original ideas  
Neatness  
Good work habits  
Self evaluation

SUGGESTED LEARNING EXP

I. Student-Centered in class activity

A. The students will begin this project by collecting photographs and setting up a bulletin board display of pollution problems in our environment.

B. The student will respond to these problems and will make an effort to change them through his own creative art work.

C. The student will design a propaganda button to be worn, the purpose being: To instill the idea of change upon the people around him and he will try to make people aware of their responsibility to other people, especially in their own local area when it comes to changing environmental problems.

D. This project could possibly be integrated with an English assignment in slogan writing.

(cont.)

be Discipline Area Art  
ad Subject Graphics (linoleum block print)  
violate Problem Orientation change Grade 9-12  
ers.

SUGGESTED LEARNING EXPERIENCES

udent-Centered in class II. Outside Resource and  
ivity Community Activities

The students will begin this project by collecting photographs and setting up a bulletin board display of pollution problems in our environment. The student will respond to these problems and will make an effort to change them through his own creative art work. The student will design a propaganda button to be worn, the purpose being: To instill the idea of change upon the people around him and he will try to make people aware of their responsibility to other people, especially in their own local area when it comes to changing environmental problems. This project could possibly be integrated with an English assignment in slogan writing.

(cont.)

Resource and Reference Materials	Continued and Additional
<u>Publications:</u>	I. (cont.)
<u>Linoleum Block Printing</u> , Watson, Ernest W., Springfield, Mass., Milton Bradley Co., 1929	E. Lecture on printing printing.
<u>Printmaking Today</u> , Heller, Jules, N.Y., Holt, Rinehart & Winston, Inc., 1972	
<u>Block Printing Craft</u> , Petty, Raymond W., Peoria, Ill., The Mannual Arts Press, 1938	
OF <u>Give Earth a Chance Series</u> , I-C-E, RMC	
150 <u>The Diligent Destroyers</u> , I-C-E, LA RMC	

<u>Audio-Visual:</u>
<u>Basic Reproduction Process in the Graphic Arts</u> , BAVI
<u>Pollution is a Matter of Choice</u> , BAVI
<u>Conservation To Save Our Environment</u> , BAVI
<u>Conservation and the Balance of Nature</u> , BAVI
<u>Conserving Our Wildlife Today</u> , BAVI

Continued and Additional Suggested Learning Experiences

I. (cont.)

E. Lecture on printing and demonstrate technique of printing.

C 1. Energy from the sun, the basic Discipli  
 O source of all energy, is converted Subject  
 N through plant photosynthesis into a Problem  
 C form all living things can use for life process

BEHAVIORAL OBJECTIVES		SUGG
<u>Cognitive:</u> The students evaluate their series of pictures as to their aesthetic aspects.		I. Student-Centered in activity A. Teacher demonstration of photography some A.V. means (photos, etc.).
<u>Affective:</u> The student will attempt to identify aesthetic characteristics of photographs.		B. Discussion of material above. Problems and that will be involved.
<u>Skills to be Learned</u> Proper spacing of frames in terms of subject development and/or change Selection of subject in aesthetic terms Establishing aesthetic criteria		C. Through small groups and individually lists, students determine for possible subjects demonstrate sun and an aesthetically image. (Possible Directives) 1. Student record development the spaced photos period of time 2. Recording of photos to differing subjects 3. Recording of over school year 4. Effect of sun on man for a day D. Follow up photo critiques that relate to make value judgments

ESEA Title III - 59-70-0135-2 Project I-C-E

the basic Discipline Area Art  
converted Subject Photography  
thesis into a Problem Orientation Effects of Sun Grade 9-12  
can use for life processes.

#### SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Teacher demonstrates time lapse photography through some A.V. means (films, photos, etc.).
- B. Discussion of material used above. Problems and techniques that will be involved.
- C. Through small group discussion and individually developed lists, students develop ideas for possible subjects that demonstrate sun energy within an aesthetically conceived image.

(Possible Directions)

- 1. Student records plant development through evenly spaced photos over a period of time.
- 2. Recording of plant reactions to differing light conditions.
- 3. Recording of changes in tree over school year.
- 4. Effect of sun on activities of man for a day, week, month.
- D. Follow up photo series with critiques that require students to make value judgments (cont.)

II. Outside Resource and Community Activities



Resource and Reference Materials	Continued and Addit
<u>Publications:</u> 110 Th <u>Energy Sources</u> , (Student Manual & Teacher's Guide) I-C-E RMC 110 Ph <u>Photography for Kids</u> , I-C-E RMC <u>Photography: A Key to Learning</u> , A.V. Inst. 14:66-7, N '69	I. (cont.) concerning which environmental co considerations. 1. Can the two i

Audio-Visual:  
 Walt Disney film catalogue  
 for films on various plant  
 reactions, I-C-E RMC

Community:  
 Local camera suppliers  
 Professional photographer

ntinued and Additional Suggested Learning Experiences

(cont.)

concerning which photos best demonstrate environmental concepts against aesthetic considerations.

1. Can the two ideas be brought together? How?

C 3. Environmental factors are limiting  
 O  
 N on the numbers of organisms living  
 C  
 E within their influence, thus, each  
 P  
 T environment has a carrying capacity.

Discipline Area	Art
Subject	Phot
Problem Orientation	Approach

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING
<u>Cognitive</u> : Through a photographic essay & discussion, the student will distinguish between past design and carrying capacity and present design and carrying capacity. <u>Affective</u> : The student attempts to identify direct relationship between past & present design to carrying capacity.		<p>I. Student-Centered in class activity</p> <p>A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area.</p> <p>B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possible verify the points brought up in class.</p> <p>C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past.</p> <p>D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)</p>
<u>Skills to be Learned</u> Choosing camera angles and compositions that will supply either the greatest amount of information or supply the necessary information in the best manner possible. Observational skills Photographic techniques		

ESEA Title III - 59-70-0135-2 Project I-C-E

miting Discipline Area Art  
ing Subject Photography  
ach Problem Orientation Carrying Capacity Grade 9-12  
city.

#### SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity	II. Outside Resource and Community Activities
A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area. B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possible verify the points brought up in class. C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past. D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)	A. Local library or newspaper, family photo albums for old photos.

Resource and Reference Materials

Publications:

Young Photographers, Camera 48;  
5-28, 30-4, August, 1969

Living City, Frank Lloyd Wright  
Pictures that might help us think  
about ways to make Architecture, M.  
Holzman, il. Arch. Rec. 148:134-7,  
October, 1970

Dennis Hopper's America, H. Hopkin,  
il. Art in America, 59:86-91,  
May, 1971

Audio-Visual:

Architecture and Urban Planning,  
Art and the Environment, Milwaukee  
Art Center.

Films from BAVI:

Art of Seeing, No. 5733  
Eye of an Artist, No. 1783  
Photographer, No. 1671  
Photography for Everyone, No. 2354

Community:

historical sites  
museums

Continued and Additional Sugges als

I. (Cont.)

E. Discuss how change in de  
decreased the carrying c  
F. Discuss: Is there inform  
because of the angles an  
the photos?

G. Follow up by rephotograph  
angles. (Back and side v  
elevated or aerial views  
Sources That supply a  
(Is design carried throu  
controlling function or  
design?) Are doors, wind  
greater or lesser advant

als  
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nt  
hink  
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Continued and Additional Suggested Learning Experiences

- I. (Cont.)
- E. Discuss how change in design has increased or decreased the carrying capacity.
- F. Discuss: Is there information not revealed because of the angles and/or composition of the photos?
- G. Follow up by rephotographing area from other angles. (Back and side views of structures, elevated or aerial views, interior vs. exterior).  
Sources That supply additional information.  
(Is design carried through? Is design controlling function or has function dictated design?) Are doors, windows, etc. placed to greater or lesser advantage?

C 4. An adequate supply of pure  
 C water is essential for life.  
 C  
 E  
 P  
 T

Discipline Area Art  
 Subject Photo  
 Problem Orientation Wat

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> The student illustrates through a photo essay that an adequate supply of pure water is essential for life.</p> <p><u>Affective:</u> Desires to develop in other people a more conscious attitude toward the necessity of water to sustain life.</p>	<p>I. Student-Centered in class activity</p> <p>A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water.</p> <p>Suggested discussion questions:</p> <ol style="list-style-type: none"> <li>1. How do these waters vary in quality?</li> <li>2. Are some more or less desirable for use in photography?</li> </ol> <p>B. Instructor may suggest students research these questions. Other possible research questions:</p> <ol style="list-style-type: none"> <li>1. What types of waters are required in chemical formulations in photography?</li> <li>2. What role does water play in photography?</li> <li>3. How would foreign material that may be present in water affect the results of your images? (Cont.)</li> </ol>
<p><u>Skills to be Learned</u></p> <p>Students learn darkroom procedures and importance of quality control</p>	

of pure  
life.

Discipline Area Art  
Subject Photography  
Problem Orientation Water Supply Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
<p>I. Student-Centered in class activity</p> <p>A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water.</p> <p>Suggested discussion questions:</p> <ol style="list-style-type: none"><li>1. How do these waters vary in quality?</li><li>2. Are some more or less desirable for use in photography?</li></ol> <p>B. Instructor may suggest students research these questions. Other possible research questions:</p> <ol style="list-style-type: none"><li>1. What types of waters are required in chemical formulations in photography?</li><li>2. What role does water play in photography?</li><li>3. How would foreign material that may be present in water affect the results of your images? (Cont.)</li></ol>	<p>II. Outside Resource and Community Activities</p>

Resource and Reference Materials  
Publications:  
Photography for Kids, I-C-E RMC  
Conserving Our Waters & Cleaning  
the Air, teacher guide and student  
manual, I-C-E RMC

Audio-Visual:  
Photography for Everyone,  
BAVI

Community:  
local camera suppliers

Continued and Additional Suggest

I. (Cont.)

C. Follow-up

Understanding the important  
terms of darkroom procedure  
point for water quality, a  
essay of pure water as a  
survival.

terials	<u>Continued and Additional Suggested Learning Experiences</u>
<del>-E RMC learning student</del>	<p>I. (Cont.)</p> <p>C. Follow-up</p> <p>Understanding the importance of good water in terms of darkroom procedure may provide a kickoff point for water quality, a subject of a photo essay of pure water as a requirement for man's survival.</p>

Continued and Additional Suggested Learning Experiences

I. (Cont.)

C. Follow-up

Understanding the importance of good water in terms of darkroom procedure may provide a kickoff point for water quality, a subject of a photo essay of pure water as a requirement for man's survival.

C 5. An adequate supply of clean air is  
 O essential because most organisms depend  
 C on oxygen, through respiration, to  
 P release the energy in their food.

Discipline Area Art  
 Subject Photography  
 Problem Orientation Artistic

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p><u>Cognitive:</u> Through the project, the student will illustrate the implications of varying atmospheric conditions on subject matter.</p> <p><u>Affective:</u> Acquaint self with the effect of atmospheric conditions on subject matter.</p>	<p>I. Student-Centered in class activity</p> <p>A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussion of atmospheric conditions.</p>
<p><u>Skills to be Learned</u></p> <p>Use of equipment under varying conditions of light (Use of light meter)</p> <p>Selection of film in terms of speed</p> <p>Relationship of film speed, shutter speed, and aperture to each other.</p>	<p>B. Art instructor, with AV materials illustrates atmospheric conditions as subject in art examples found in impressionism, expressionism, surrealism.</p> <p>C. Small groups explore answers to such questions as:</p> <ol style="list-style-type: none"> <li>1. What sort of subjects are affected by the atmosphere?</li> <li>2. What are unique conditions of local area that need to be considered?</li> </ol> <p>D. Students choose subjects to photograph under as many varying conditions as possible, i.e. sunrise, sunset, mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activities.)</p>

clean air is Discipline Area Art  
organisms depend Subject Photography  
ation, to Problem Orientation Clean Air Grade 9-12  
r food.

**SUGGESTED LEARNING EXPERIENCES**

<p>I. Student-Centered in class activity</p> <p>A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussion of atmospheric conditions.</p> <p>B. Art instructor, with AV materials illustrates atmospheric conditions as subject in art examples found in impressionism, expressionism, surrealism.</p> <p>C. Small groups explore answers to such questions as:</p> <ol style="list-style-type: none"><li>1. What sort of subjects are affected by the atmosphere?</li><li>2. What are unique conditions of local area that need to be considered?</li></ol> <p>D. Students choose subjects to photograph under as many varying conditions as possible, ie. sunrise, sunset, mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activities. (Cont.)</p>	<p>II. Outside Resource and Community Activities</p>
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Resource and Reference Materials  
Publications:

Photography for Kids, I-C-E RMC  
Conserving Our Waters and Cleaning  
the Air, teacher guide and  
student manual, I-C-E RMC

Continued and Additional Sugg

I. (Cont.)

E. Compare results with the  
painters and/or other workers  
of subject affected by

Audio-Visual:

"Modern Art - Renoir",  
FS 21, I-C-E RMC

Community:

Continued and Additional Suggested Learning Experiences

I. (Cont.)

E. Compare results with those of impressionist  
painters and/or other works. How are moods  
of subject affected by varying conditions?

C      6, Natural resources are not equally  
 O      distributed over the earth or      Discipline Area      Art  
 N      over time and greatly affect      Subject      Photography  
 C      the geographic conditions and quality      Problem Orientation      Design  
 E      of life.      Desi  
 P      nd  
 T

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	E	TI
<u>Cognitive:</u> Student applies a natural design in planning a decoration in his own choice of media.	I. Student-Centered in class activity	II	app
<u>Affective:</u> Student shows an awareness of abstract possibilities to be found in his environment.	A. Using small group or round table discussion groups develop a list of natural resources that are found locally.	pl	hi
<u>Skills to be Learned</u>	B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas.	sho	tra
1. Development of criteria for locating good design in nature. 2. Organizing & relating 3. Observational skills	C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils.	rit	ati
	D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't)	ill	ll

ources are not equally

the earth or Discipline Area Art  
greatly affect Subject Photography

conditions and quality Problem Orientation Design in Nature Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
	<p>I. Student-Centered in class activity</p> <p>A. Using small group or round table discussion groups develop a list of natural resources that are found locally.</p> <p>B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas.</p> <p>C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils.</p> <p>D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't)</p> <p>II. Outside Resource and Community Activities</p>

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u></p> <p><u>Design in Nature</u>, Vivian Guyler Davis Pub, Worcester, Mass. Camera 48: 6-17 N'69</p> <p><u>Exploring Visual Order with</u> <u>Photography, Architecture</u> Canada 46;21 D'69</p> <p><u>Photography for Kids</u> I-C-E RMC</p> <p><u>Audio-Visual:</u></p> <p><u>Flowers and Bees A Springtime</u> <u>Story</u>, 11 min. BAVI 7476</p> <p><u>Rainshower</u>, 15 min. 576 BAVI</p> <p><u>Searching Eye</u>, 18 min 7535 BAVI</p> <p><u>Community:</u></p> <p>Biology room Museum displays Woods, swamps Stone quarry</p>	

aterials | Continued and Additional Suggested Learning Experiences

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time

BAVI  
5 BAVI

ESEA Title III - 59-70-0135-2 Project I-C-E	<p><u>8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.</u></p>	Discipline Area	<u>Art</u>
		Subject	<u>Photograph</u> <u>Natural B</u>
		Problem Orientation	<u>Distrubed</u> <u>of the Envir</u>
<b>BEHAVIORAL OBJECTIVES</b>		<b>SUGGESTED LEARNING EXPERI</b>	
<p><u>Cognitive:</u> The student will predict the consequences of cultural, economic, social and political factors on the environment.</p> <p><u>Affective:</u> The student will acquaint himself with the consequences of unacceptable factors on the environment.</p>		<p>I. Student-Centered in class activity</p> <p>A. Teacher introduces concept of natural beauty using I.V. materials that illustrate concept in local area (travel brochures, etc. from Chamber of Commerce, photos of area from local newspapers, etc.).</p> <p>B. Have students brainstorm about local area and the places they are familiar with in terms of social, economic, cultural and political factors.</p> <p>C. Take a field trip to an undisturbed area. Discuss the area and its unique qualities while at the site.</p> <p>D. Take a field trip to an area where natural beauty has been disturbed and/or destroyed due to cultural, social, economic and political factors, or just one factor.</p> <p>E. Have students take or collect photos of these areas. (cont.)</p>	

social, and Discipline Area Art  
determine status Subject Photography  
attitudes Problem Orientation Natural Beauty vs  
nt. Distrubed areas Grade 9-12  
of the Environment

SUGGESTED LEARNING EXPERIENCES		
I. Student-Centered in class activity A. Teacher introduces concept of natural beauty using A.V. materials that illustrate concept in local area (travel brochures, etc. from Chamber of Commerce, photos of area from local newspapers, etc.). B. Have students brainstorm about local area and the places they are familiar with in terms of social, economic, cultural and political factors. C. Take a field trip to an undisturbed area. Discuss the area and its unique qualities while at the site. D. Take a field trip to an area where natural beauty has been disturbed and/or destroyed due to cultural, social, economic and political factors, or just one factor. E. Have students take or collect photos of these areas. (cont.)	II. Outside Resource and Community Activities	

<u>Resource and Reference Materials</u>	<u>Continued and</u>
<u>Publications:</u>	I. (cont.)
Door County National Beauty Council Publications	F. Working cultural have th invisio removed made co
"Kettenberger: the Woods," O. Kettenberger, il. <u>Camera</u> 48:6-11 O '69	lil berg etter ll (
<u>Camera (Eng. Edition)</u> , International magazine for Photography and Anematography	G. Have st retains econom from an billboa Images student Variati
Camera c/o Ralph Baum Modernage Photo Services 319 E. 44th St. New York, N.Y. 10017	44 rk, vers lumb 69 nity Cam
"Discoveries Through Photography", R. Plumb, <u>School Arts</u> , 69:16-20 D. '69	
"Community: Photographic Essays", il., <u>Camera</u> , 49:3-45, March '70	

Audio-Visual:

Community:

Source and Reference Materials	Continued and Additional Suggested Learning Experiences:
<p>County National Beauty</p> <p>il Publications</p> <p>berger: the Woods,"</p> <p>ttenberger, il. <u>Camera</u></p> <p>110 '69</p> <p>(Eng. Edition), International</p> <p>ne for Photography and</p> <p>ography</p> <p>c/o Ralph Baum</p> <p>age Photo Services</p> <p>44th St.</p> <p>rk, N.Y. 10017</p> <p>ers Through Photography",</p> <p>lumb, <u>School Arts</u>, 69:16-20</p> <p>9</p> <p>uity: Photographic Essays",</p> <p><u>Camera</u>, 49:3-45, March '70</p>	<p>I. (cont.)</p> <p>F. Working from photos of areas that show cultural, economic, social and political have the students do drawings of area in vision it would appear with these elements removed or how these elements could at made compatible.</p> <p>G. Have students photograph local area that retains its natural beauty and is unto economic, political and social interests from an 8x10 enlargement, students superimpose billboards, buildings, roads, etc. into Images could come from other photos that students have taken or from magazines, Variation: Small snapshots might be projected opaque projector into large proceed from there.</p>

Visual:

ity:

C 6. Natural resources are not equally  
 O distributed over the earth or over Discipline Area Art  
 N time and greatly affect the geographic Subject Commerce  
 C conditions and quality of life. Problem Orientation Unit  
 E Product Due to

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<u>Cognitive:</u> The student will produce a unique communication pertaining to the promotion of a natural resource.	I. Student-Centered in class activity A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource.
<u>Affective:</u> The student will acquaint self with local natural resources.	B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource.
<u>Skills to be Learned</u> Skill in developing ideas Skill in package design Observational skills	C. From these discussions student is to choose a locally produced product as a basis for an advertisement. D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisement in a manner (Cont)

es are not equally

the earth or over Discipline Area Art

affect the geographic Subject Commercial Art

lity of life. Problem Orientation Uniqueness of Grade 9-12  
Product Due to Local Resource

SUGGESTED LEARNING EXPERIENCES	
	<p>I. Student-Centered in Class activity</p> <p>A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource.</p> <p>B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource.</p> <p>C. From these discussions student is to choose a locally produced product as a basis for an advertisement.</p> <p>D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisement in a manner (Con't)</p> <p>II. Outside Resource and Community Activities</p>

Resource and Reference Materials	Continued and Additional Suggested
<p><u>Publications:</u></p> <p><u>Pioneers of Modern Typography</u>, Design No. 253: 117 Jan. '70</p> <p><u>Fifty/Five: Effective Print Advertisements &amp; TV Commercials</u> Industrial Design 17: 78-9 June '70</p> <p><u>Design &amp; Art Direction, Graphis</u> 25 No. 143: 214-29 '69-70</p> <p><u>Audio-Visual:</u></p> <p><u>Using Community Resources</u>, Film 240 (ESA 9 City &amp; Its Region 5893 BAVI 1327 University Ave. P.O. Box 2093 Madison, Wis. 53701</p> <p><u>Community:</u> Chamber of Commerce Local newspaper Local commercial artist</p>	<p>(Con't from I. D.) needed to produce it in a local market theme of the advertisement should reflect uniqueness of the product due to resource base and production in our locally produced goods"</p>

als | Continued and Additional Suggested Learning Experiences

(Con't from I. D. )  
needed to produce it in a local newspaper. The  
theme of the advertisement should emphasize the  
uniqueness of the product due to the locality of the  
resource base and production in other words "buy  
locally produced goods"

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Project T-C-E</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">ESEA Title III - 59-70-0135-2</p>	<p>C <u>7. Factors such as facilitating trans-</u>      C <u>portation, economic conditions, popula-</u>      C <u>tion growth, and increased leisure time</u>      P <u>T have a great influence on changes in land</u>  <u>use and centers of population density.</u></p>	<p>Discipline Area</p> <p>Subject</p> <p>Problem Orientation</p>
	<p><b>BEHAVIORAL OBJECTIVES</b></p> <p><u>Cognitive:</u> The student will derive a set of relations between principles of communication and factors influencing environmental change.</p> <p><u>Affective:</u> The student develops a plan of letter style/word relationships.</p> <p><u>Skills to be Learned</u></p> <p>Lettering technique</p> <p>Skill in developing ideas</p> <p>Quick thinking</p> <p>Observational skill</p>	<p><b>SUGGESTED LEARN</b></p> <p>I. Student-Centered in class activity</p> <p>A. Split class into two groups--one represents leisure time, the other non-leisure time. One group suggests a word that relates to its type of time--as quickly as possible (5-10 seconds) the second group counters with a word of its own. Play ends when it takes more than 15 seconds for one group to respond--the session could be taped or words transcribed by instructor.</p> <p>B. From the lists of words obtained above, each student chooses several words from each type of time.</p> <p>C. Then working in small groups of 3-4, students research lettering styles--history of alphabet, type style, books, newspapers, magazines etc.</p> <p>D. Through discussion and research in the small group, each student is to come to a decision as to what type of lettering style best fits each of the words he has chosen (Cont.)</p>

ating trans- Discipline Area Art  
ions, popula- Subject Commercial Art  
leisure time Problem Orientation Lettering Grade 9-12  
changes in land  
ion density.

SUGGESTED LEARNING EXPERIENCES

<p>I. Student-Centered in class activity</p> <p>A. Split class into two groups-- one represents leisure time, the other non-leisure time. One group suggests a word that relates to its type of time-- as quickly as possible (5-10 seconds); the second group counters with a word of its own. Play ends when it takes more than 15 seconds for one group to respond--the session could be taped or words transcribed by instructor.</p> <p>B. From the lists of words obtained above, each student chooses several words from each type of time.</p> <p>C. Then working in small groups of 3-4, students research lettering styles--history of alphabet, type style, books, newspapers, magazines, etc.</p> <p>D. Through discussion and research in the small group, each student is to come to a decision as to what type of lettering style best fits each of the words he has chosen (Cont.)</p>	<p>II. Outside Resource and Community Activities</p>
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Resource and Reference Materials  
Publications:

Donald Jackson, Calligrapher &  
Illuminator, American Artist,  
34:17-23, May, 1970  
Speedball Lettering Handbook,  
Hunt Manufacturing Co.  
1405 Locust Street  
Philadelphia, Penn. 19102

Continued and Additional Suggested Lea

Audio-Visual:  
"The Alphabet of Art", B. F. A.

Community:  
newspaper office  
printing firms

Continued and Additional Suggested Learning Experiences

C 8. Cultural, economic, social, and Discipline Area A nom  
 O political factors determine status Subject C s d  
 N of man's values and attitudes Problem Orientation E and  
 C toward his environment. onm

BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING
Cognitive: The student will be able to appraise the environmental impact of billboards.	Affective: The student deliberately examines the variety of consequences of billboards on our environment.	<ul style="list-style-type: none"> <li>I. Student-Centered in class activity           <ul style="list-style-type: none"> <li>A. Large group discussion of billboards in local area.               <ul style="list-style-type: none"> <li>1. What purpose do billboards serve?</li> <li>2. Who sees them?</li> <li>3. Where are they located?</li> <li>4. Are there alternatives?</li> </ul> </li> <li>B. Field trip to areas of heavy billboard population.               <ul style="list-style-type: none"> <li>1. Verify points brought out in discussion.</li> </ul> </li> <li>C. Pop art influences may be a point of departure at this time.</li> <li>D. The students should search out an existing billboard with this question having been posed to him, "Can design and placement of such a sign improve the existing situation?"</li> <li>E. After choosing his problems the student is to redesign the sign and theoretically replace it in a location which no longer infringes upon the natural environment and still retains the exposure.</li> </ul> </li> </ul>
Skills to be Learned Design techniques Developing & justifying ideas		(cont.)
Project I-C-E ESEA Title III - 59-70-0135-2		

conomic, social, and  
 s determine status  
 and attitudes

Discipline Area Art  
 Subject Commercial Art  
Environmental Impact of  
Problem Orientation Billboards Grade 9-12

CTIVES	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity	II. Outside Resource and Community Activities
ent raise Impact  ient es equences ur  ed  ying	<p>A. Large group discussion of billboards in local area.</p> <ol style="list-style-type: none"> <li>1. What purpose do billboards serve?</li> <li>2. Who sees them?</li> <li>3. Where are they located?</li> <li>4. Are there alternatives?</li> </ol> <p>B. Field trip to areas of heavy billboard population.</p> <ol style="list-style-type: none"> <li>1. Verify points brought out in discussion.</li> </ol> <p>C. Pop art influences may be a point of departure at this time.</p> <p>D. The students should search out an existing billboard with this question having been posed to him, "Can design and placement of such a sign improve the existing situation?"</p> <p>E. After choosing his problems, the student is to redesign the sign and theoretically replace it in a location which no longer infringes upon the natural environment and still retains the exposure</p>	(cont.)

Resource and Reference Materials	Continued and Additional Suggested Learning
<u>Publications:</u> <u>Graphics: International Journal of Graphic and Applied Art</u>	I. (cont.) the advertiser paid for.
	F. The student is to justify his design by comparison with the real existing a presentation to the class.
<u>Audio-Visual:</u> "Using Community Resources" Film 240 I-C-E RMC	
"Poster" B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404	
<u>Community:</u>	

s Continued and Additional Suggested Learning Experiences

I. (cont.)

the advertiser paid for.

F. The student is to justify his design and placement  
by comparison with the real existing situation in  
a presentation to the class.

C 9. Man has the ability to manage,  
 O manipulate, and change his  
 N environment.  
 C  
 E  
 P  
 T

Discipline Area Art  
 Subject Com  
 Problem Orientation

BEHAVIORAL OBJECTIVES	
Cognitive: The student will construct a reusable package design to illustrate how man can manipulate his environment.	
Affective: The student realizes packages, etc. are reusable due to their design.	
Skills to be Learned Observation Container design Developing ideas	

SUGGESTED LEARNING

- I. Student-Centered in class activity
  - A. Students are instructed to collect as many examples packages that are made to be used once and then throw away.
  - B. In small groups, students compare and discuss how they differ from reusable containers. Compare the similarities.
    1. How many are recycled?
    2. How many could be?
    3. What design changes would be necessary?
  - C. Student is to select a throw-away and redesign it so that it becomes a reusable.

ability to manage, Discipline Area Art  
d change his Subject Commercial Art  
Problem Orientation Recycling Grade 9-12

JECTIVES	SUGGESTED LEARNING EXPERIENCES
udent will ble illustrate ulate his  udent . etc. to their  ned	<p>I. Student-Centered in class activity</p> <p>A. Students are instructed to collect as many examples of packages that are made to be used once and then thrown away.</p> <p>B. In small groups, students compare and discuss how they differ from reusable containers. Compare the similarities.</p> <ol style="list-style-type: none"><li>1. How many are recycled?</li><li>2. How many could be?</li><li>3. What design changes would be necessary?</li></ol> <p>C. Student is to select a throw-away and redesign it so that it becomes a reusable.</p> <p>II. Outside Resource and Community Activities</p> <p>A. Field trips to local stores to review how various containers and/or packages are displayed or used could provide valuable information.</p>

<u>Resource and Reference Materials</u>	<u>Continued and Additional Suggestions</u>
<u>Publications:</u>	
<p>"Technology: good servant or errant monster?", <u>Design</u>, No. 250:54-9, Oct. '69</p>	
<p>"What is a designer: education &amp; practice", <u>Design</u>, No. 253:117, Jan. '70</p>	
<u>Audio-Visual:</u>	
<u>Community:</u>	
Local stores and industries	

aterials      Continued and Additional Suggested Learning Experiences

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PROJECT I-C-E Episode Evaluation Form (Reproduce or -C-

Please fill in:  
Subject: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Concept No. Used: \_\_\_\_\_

In commenting on each episode used form. Feel free to adapt it and add your critiques and comments - negative hand column, please rate (poor, good, make specific comments or suggestions vided to help us make this a more usal

Poor	Good	Exc.

I. Behavioral Objectives  
A. Cognitive:

B. Affective:

II. Skills Developed

III. Suggested Learning Experiences  
A. In Class:

B. Outside & Community Activities:

IV. Suggested Resource & Reference Materials  
(specific suggestions & comments)

I-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

Behavioral Objectives  
Cognitive:

Affective:

Skills Developed

Suggested Learning Experiences  
In Class:

Outside & Community Activities:

Suggested Resource & Reference Materials  
(specific suggestions & comments)

Project I-C-E  
Serving Schools in CESA 3-8-9  
1927 Main Street  
Green Bay, WI 54301